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ABSTRACT

This interdisciplinary social studies unit is designed for use in the eighth grade. The unit is developed around three themes: Habitation Patterns, Economic and Technological Development, and Changing Role of Government. Habitation Patterns encompasses the generalization that change is often the result of many forces. The history and growth of the U.S., 1492-1900, is developed in three sections: 1492-1783, colonial America; 1783-1860, the U.S. as an emerging nation; and 1860-1900, the growth of a capitalistic society. Objectives, activities and strategies, materials, and expected outcomes are also included. The Economic and Technical Development of the U.S. encompasses the generalization that differing ways of life tend to compete for available resources. This theme is broken into five sections: 1492-1783, 1783-1860, 1860-1900, 1900-1945, and 1945-1971; activities and strategies, materials, and expected outcomes are identified for this theme. The Changing Role of Government encompasses the generalization that the government of a society is closely related to its values; even so, no government can satisfy all groups all the time. This theme is broken into the same five sections as above. Policies, plays, background information, tests, and references are included in the appendixes. (TK)

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EAST SYRACUSE-MINOA SCHOOLS

Environmental Education Materials

Grade 8 - Social Studies

Theme III - Habitation Patterns

Theme IV - Economic & Technological Development

Theme V - Changing Role of Government

Produced Under USOE Grant OEG-0-71-4621
by East Syracuse-Minoa Central Schools
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East Syracuse, N.Y. 13057
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SE 018 116

ENVIRONMENTAL EDUCATION CURRICULUM

SOCIAL STUDIES
Grades 7 & 8

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EAST SYRACUSE-MINOA CENTRAL SCHOOL DISTRICT RESOURCE CENTER

Introduction

This is a tentative curriculum guide prepared under a federal grant and administered through the East Syracuse-Minoa Central School District. Teacher-writers represent various grade levels in the Social Studies department.

The purpose of the federal grant is to increase awareness of environmental problems on the part of students and to give them a deeper insight into the historical development of their environment. The student will be encouraged to adopt new attitudes and values which will enable man to survive on this planet. In order to provide greater flexibility, the curriculum has been organized under five major themes. Each theme has been divided into five time periods enabling the teacher to adapt the guide to individual preference.

Since this guide will be subject to revision throughout the year, teachers are requested to make notes and suggestions on the pages provided at the end of each unit.

The teacher is at liberty to choose among the suggested activities to suit the needs of specific classes.

Before implementing the curriculum guide, it was suggested by our advisors and strongly felt by the teacher-writers that it would be well to administer at the beginning of the school year one of the standardized tests on critical thinking. Copies will be provided for each of the middle schools.

Theme III - Habitation Patterns

A. Colonial America 1492 - 1783

Generalization: Change is often the result of many forces.

Rationale: "Into this beauteous continent came the Spanish, the French, men of many lands. The English came to found homes and stay. And it was they, in the end, who took over most of North America. So vast were North American resources, so huge the land, that it took nearly 400 years after Columbus before Americans knew what they had. By then no region of North America had missed the white man's tread."

- John Bakeless

Objectives	Activities and Strategies	Materials	Evaluation
III. A. 1. Students will examine the reasons for the exploration of the New World by: a. Spain b. France c. England	III. A. 1. a. Students will read and make a chart of information gathered. This chart will be used in subsequent activities.	III. A. 1.a. This Is America's Story pp. 25 - 51; pp. 57 - [illegible]9. Land of the Free pp. 16 - 31. Building The American Nation pp. 16 - 20, 28 - 46. Study prints - order in advance from Resource Center "Great Explorers" 910.0[illegible]	III. A. 1. Charts will be judged upon the basis of accuracy.
	III. A. 1. b. Using library books and filmstrips, the students will concentrate on one explorer they have found interesting. They can then, by exchanging information with other members of the class, verify and make additions to their charts.	III. A. 1. b. Books in Learning Center. Filmstrips: Discovery and Exploration of America: SVE "Discovery of America" "Exploration of America".	

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Objectives	Activities and Strategies	Materials	Evaluation
		Pageant of America: "European Explorers Discover a New World".	
III. A. 2. On an outline map of North and South America, students will show areas claimed by each of the European nations which explored the New World.	III. A. 2. Using data collected in previous activities, students will represent with colors on desk outline maps the areas claimed by France, Spain, and England.	III. A. 2. Order individual desk outline maps from Resource Center.	III. A. 2. Maps will be judged upon the basis of neatness and accuracy.
III. A. 3. After reviewing information describing the land forms and resources in the New World, students will: a. hypothesize as to the best possible locations for successful colonies. b. hypothesize as to the kinds of skills and tools needed by the colonists for the greatest possible success in Colonial America.	III. A. 3. a. Using their outline maps, students will plot, in each of the three European territories, the location which would promise most success for colonists.	III. A. 3. a. Outline maps used in Act. A. 2. above. National Geographic Society, America's Historylands, "The New Land", p. 28 - 37. Filmloop: Coronet - Living in America 1607 - 1850 "The Mayflower Voyage".	III. A. 3. a. As in Act. A. 2. above.

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Objectives	Activities and Strategies	Materials	Evaluation
	III. A. 3. b. By role-playing, a small group of students will explain to the rest of the class, acting as Colonists still on the ships, the reasons for searching out and settling the location they have chosen for a colony.		
	III. A. 3. c. Having divided themselves into groups of four or five, students will pretend they are a committee from a company sponsoring Colonists to one of the territories in the New World. Basic information for the "Committee" should be: 1. size of the ship or ships to be sent 2. number of people each ship holds 3. some information on territory to which they are going. Their assignment will be to organize a specific group of people to build and maintain a successful colony in their particular territory.		III. A. 3. c. Groups will be evaluated on the basis of how well they have anticipated the problems to be encountered in the new territory.

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Objectives	Activities and Strategies	Materials	Evaluation
III. A. 4. To test their hypotheses, students will gather and compare information on: a. actual locations of French, English, and Spanish Colonies. b. Actual skills and talents of the three groups of European Colonists.	III. A. 4. Using textbooks, library books and filmstrips, students will gather information and compare with ideal situations previously set up in class.	III. A. 4. Filmstrips SVE - Discovery, Exploration and Colonization of America "First Settlers" "Pilgrims, Puritans"	III. A. 4. Evaluation will be found in chart for Activity III. A. 5. to follow.
III. A. 5. Using information gathered in Activities III.A.3. and II. A. 4. above, students will form a prognosis for success of Jamestown, Virginia, St. Augustine, Florida, and Quebec, Canada.	III. A. 5. A chart may be useful here to organize the information and data collected. The chart may be either a wall chart or desk-sized chart duplicated for each student.	III. A. 5. A sample chart will be found in the appendix.	III. A. 5. Charts will be judged on the basis of clarity, neatness, and completeness.

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Objectives	Activities and Strategies	Materials	Evaluation
III. A. 6. Given the chart prepared for the previous activity, students will choose one settlement for research to discover the relationship of the Colonists, skills and knowledge of the new land to their actual location in the New World. They will write a report summarizing information discovered.	III. A. 6. Using materials in the Learning Center, students will research one of the three settlements in an effort to answer the following questions: 1. How well suited were the Colonists for establishing permanent settlements in America? 2. What hardships and dangers did the Colonists encounter that they had not anticipated? 3. What three reasons could you state for the success of the settlements?	III. A. 6. Books in Learning Center; e.g. Jamestown: First English Colony, American Heritage The Pilgrims and Plymouth Colony Trappers and Mountain Men America's Historylands National Geographic Society.	III. A. 6. Reports will be judged on the basis of logical thinking. English teachers on each team have prepared research guidelines which are available to students.
III. A. 7. Students will examine reasons for the founding of Colonies along the Eastern seaboard from 1620 - 1700 by doing research on Colonial leaders of the period.	III. A. 7. a. Each student will select one person from the following list and take notes from research in the Learning Center: William Bradford James Logan William Penn John Wheelwright John Mason Roger Williams Anne Hutchinson Thomas Hooker James Oglethorpe George Calvert Peter Minuit	III. A 7. a. Books in Learning Center; e.g. Voices from America Past, Vol. I., Richard B. Morris and James Woodress. The Human Side of American History - Brown. Time-Life Library of American History, Middle Atlantic States, New England States, etc.	III. A. 7. a. Notes should contain information concerning the individual's importance.

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Objectives	Activities and Strategies	Materials	Evaluation
	III. A. 7. b. Students will chart their information in class on individual duplicated charts from notes contributed by students.	III. A. 7. b. Sample chart attached in appendix.	III. A. 7. b. Teacher observation.
III. A. 8. From information gathered in previous activities, students will form a hypothesis as to how united the people in the English Colonies were likely to be.	III. A. 8. Divide class into three groups for study of New England, Middle or Southern Colonies. From materials such as letters, journals, or early histories, students should organize information into these categories: Living Conditions Laws and Government Farm Equipment and Power Trade Dress Holidays Education Religion Recreation Occupations General Temper of the Times Students will compile information through discussion, charts and transparencies. In formulating their hypothesis, students should consider: 1. Whether Colonists were likely to have common problems which would require cooperation.	III. A. 8. Teacher may want to duplicate for students some readings from: Discovering American History, Kownslar and Frizzle, pp. 55 - 67. Textbooks: This Is America's Story, pp. 100 - 119. Building the American Nation, pp. 84 - 103 and 112 - 129. Land of the Free pp. 74 - 118. A Nation Conceived and Dedicated pp. 7 - 24.	III. A. 8. Validity of hypothesis.

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Objectives	Activities and Strategies	Materials	Evaluation
	2. Whether major interests would be similar or different. 3. Whether beliefs and attitudes were likely to be the same or different.	Filmstrips from Resource Center: (Order in advance) H6-1 "The Pilgrims and Puritan Life" H6-2 "Early Dutch Settlement in New York" H6-6 "Colonial Virginia" Filmstrips - Pageant of America Series: "The English Colonies in North America" "Life in Colonial America" Filmstrips - Eyegate Series: Set 5 -"Colonial America". Study Prints - order from Resource Center in Advance: "Colonial American" 973.2	
III. A. 9. Students will test the hypothesis formed in III. A. 8. and draw a conclusion about the Colonies in the early 1700's.	III. A. 9. The class will be divided into two sections - rural and urban - and present a list of expenditures to the legislature.	III. A. 9. Teacher reference: The Americans: THe Colonial Experience Boorstin, pp. 54 - 58.	III. A. 9. How did these points of view reflect the purpose of the founders of the colony?

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Objectives	Activities and Strategies	Materials	Evaluation
	For example: Frontier Protection from Indians and use of Indians' means of transportation to market. Urban Centers Docks, Roads to interior, Public buildings, Education Let class consider how the different Colonies might react to these different requests: - Quaker reaction to a request for arms to be used against the Indians. - Wealthy shippers of New England to a request for roads into the interior. - Plantation owners to a request for public buildings.		
III. A. 10. By contrasting one of the Colonial cities with the same city today, students will be able to show advantages of city planning.	III. A. 10. Students will compare the original plan of William Penn for the city of Philadelphia with present-day Philadelphia, or They may compare Boston of the 1800's with present-day Boston, or	III. A. 10. A Guide to Understanding the United States, pp. 40 - 42; p. 65. For a look at present-day cities, have	III. A. 10. pp. 421 and 65 of A Guide to Understanding the United States.

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Objectives	Activities and Strategies	Materials	Evaluation
	They may trace the development of Baltimore and compare its growth with that of Boston, New York, or Philadelphia. Study Questions: 1. What advantages can you list for a planned approach to building cities? What disadvantages? 2. What factors were taken into consideration when these cities were planned? 3. What is "zoning" and how did William Penn use this concept in planning for Philadelphia's citizens? 4. What would be the chief reasons for the expansion of such cities as Boston, New York, New Orleans, or Atlanta? 5. Why were many early cities located on, or near, bodies of water?	students bring in road maps to compare with early city plans.	
III. A. 11. Given a map of the United States, students will speculate as to how state capitals were chosen.	III. A. 11. Students will study a physical and a political map of the United States, noting the location of the capital of each state and the physical features surrounding it.	III. A. 11. A Guide to Understanding the United States P. 6, p. 18.	III. A. 11. Observations by the teacher - Use of cause and effect in answers given.

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Objectives	Activities and Strategies	Materials	Evaluation
	Questions for discussion: 1. Were these cities historically important? 2. Were they economic centers, crossroads of transporation, or areas of high population density? 3. How much do these cities depend upon rivers? 4. What is the modern role of the state capitals?		
III. A. 12. Students will conclude this time period with an examination of the American i ideal of "rugged individualism" as manifested in the New Englanders struggle with their natural environment.	III. A. 12. Questions for discussion: 1. What is "rugged individualism?" 2. Is it still possible in this age of interdependence? 3. Did the struggles of the New Englanders make them "rugged individuals" or were they already that way before they came to America? 4. Is it still the American ideal? Are the people of other regions "rugged individuals" too?	III. A. 12. A Guide to Understanding the United States, pp. 26 - 38.	III. A. 12. Observation by the teacher; use of logic in reasoning.

Chart III. A. 5

Colony	National Origin of Settlers	Physical Resources	Description of Settlement	Human Resources	Prognosis for Success
Jamestown, Virginia 1607	English				
St. Augustine, Florida 1565	Spanish				
Quebec, Canada 1608	French				

Appendix III - A - 8

Students will bring (in groups of 5 - 6) in empty quart jars with tops (such as mayonnaise jars) and a pint of heavy cream to make butter. (Salt, too, if desired).

Pour cream into jar and shake vigorously (students should take turns as it must be continuous and strong).

Theme III. Habitation Patterns

B. U.S. as an Emerging Nation 1783 - 1860

Generalization: Change is often the result of many forces.

Rationale: "Peace and independence provided a powerful stimulus for American growth. Between 1790 and 1880 the population of the United States increased a third, as Europeans left the Old World to start life over in the new republic. Many of the newcomers pushed across the Allegheny Mountains to the Ohio Valley; some stayed in the cities. Travelers and natives who wrote about America in this period saw the country as a land of promise, though often the promise was yet to be realized."

Voices from America's Past

Objectives	Activities and Strategies	Materials	Evaluation
IIIB1. By using inquiry, students will develop a working definition of the American frontier.	IIIB1. Through class discussion, using already acquired information and ideas, students will form a hypothesis about the frontier of America. Then they will visit the Learning Center to collect information and impressions which would aid them in forming a definition of the frontier awaiting Americans.	IIIB1. A Guide to Understanding the United States pp. 66 - 69. Voices From America's Past, Morris and Woodress, pp. 133 - 155. America's Historylands, pp. 265 - 290.	IIIB1. As they continue with activities, students will refer back to their definition to check its accuracy.
IIIB2. After a study of territorial expansion by the United States, students will be able to list three groups of people who settled in the West.	IIIB2a. Students will prepare a large outline map of the United States for the bulletin board. This map can be used to show the progress of the pioneer.	IIIB2a. Art department might cooperate in helping students draw a large map.	IIIB2a. Appropriate use of boundaries and symbols.

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Objectives	Activities and Strategies	Materials	Evaluation
	As exploration and settlements are made, they can be shown on the map. State boundaries can be drawn in as states enter the union. Cities and state capitals can be added. Pupils may draw figures for people, cabins for settlement, wagons, stagecoaches as well as major trails and waterways.		
	IIIB2b. The class may pretend they are going to form a wagon train to Oregon. Make preparations and list supplies needed. Hold a meeting to elect a leader and a council. List possible problems and ways they can be met.	IIIB2b. Voices From America's Past, Vol. II, pp. 75 - 132.	IIIB2b. Thoroughness of preparation.
	c. Students can look up songs sung by the pioneers and relate them to the group of settlers they applied to: "The Boatmen's Song" "The Erie Canal" "Old Dan Tucker" "Way Down Yonder in the Paw Paw Patch" "Go Tell Aunt Rhody"	c. Carmer, Carl, America Sings Schmidt, Eric Von, Come for to Sing. Siegmeister, Elic, Work and Sing.	c. Reaction of class to presentation.

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Objectives	Activities and Strategies	Materials	Evaluation
IIIB3. After a study of territorial expansion by the United States, students will be able to list three reasons why the United States wished to expand her territory.	IIIB3. Students will divide into groups to research each of the following in respect to: a. nature of proclamation, ordinance, or purchase. b. territory involved. c. the particular problem likely to be overcome by the settlers of each area. Proclamation of 1763 Northwest Ordinance 1787 Louisiana Purchase 1803 Spanish Floride 1819 Texas 1845 Oregon Country 1846 Mexican Cession 1848 Gadsden Purchase 1853 Students may report their findings to the class by any appropriate means: transparencies, reports, charts, etc.	IIIB3. A Nation Conceived and Dedicated, pp. 99 - 129. Building the American Nation, pp. 228 - 232; pp. 254 - 283. This Is America's Story, pp. 304 - 317. Land of the Free, pp. 190 - 211; pp. 250 - 244. America's Historylands, pp. 341 - 390.	IIIB3. Thoroughness of research and clarity of presentation.
IIIB4. Students will develop a definition for "center of population" and explain its movement in relation to the frontier lines.	IIIB4. On the overhead projector, show a transparency of the movement of the frontier lines and the center of population. Students will develop a definition for "center of population" and explain its movement in relation to the frontier line.	IIIB4. Transparency available at Resource Center. A Guide to Understanding the United States., p. 180.	IIIB4. Class observation - Validity of definition and explanation.

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Objectives	Activities and Strategies	Materials	Evaluation
IIIB5. Students will test this statement: "The settlers chose to live where the environment was best suited for the work they wanted to do."	IIIB5. Students will research settlement patterns of particular ethnic groups to determine the relationships between the skills and talents of the pioneers and the areas which they settled. Through class discussion, students will use their findings to test the validity of the statement in the objective.	IIIB5. A Guide to Understanding the United States, pp. 139-140.	IIIB5. Aptness of information in support of or opposition to statement.
IIIB6. Following a study of inventors and inventions, students will describe how inventions may have influenced settlement patterns in America.	IIIB6a. Each student will choose the work of one inventor and for each state: 1. Why the invention was needed. 2. What economic changes the invention may have precipitated. 3. What direct or indirect effect upon the landscape can be traced back to this invention. b. Students will divide into groups to develop a project which will show the rest of the class the effects of the following upon the American landscape: the steamboat the railroad the Erie Canal the Cotton Gin the highway system.	IIIB6. Learning Center Resources, especially biogrpahies. Building the American Nation This Is America's Story Land of the Free, pp. 212 - 229.	IIIB6. Completeness of research; logic of conclusions reached.

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Objectives	Activities and Strategies	Materials	Evaluation
	Student may choose role playing, skits, a montage, or models to achieve thier objectives.		
IIIB7. Students will demonstrate their understanding of the development and need for inventions as well as some motivations for developing better means of transportation during this period.	IIIB7. Evaluation questions to be answered by class: 1. Did the growth of the railroads occur at around the same time that canals and highways were being built? What does this indicate? 2. Compare the uses of the canal and the railroad. a. Do the railroads always connect centers of economic activity? b. Can railroads carry a greater volume of goods than boats? c. In what way did railroads affect overland travel? 3. What motivates inventors? a desire to satisfy a need of their own or of society? the desire for profit? the desire for fame?		IIIB7. This evaluation may be used as a written test or take-home assignment.
IIIB8. Students will speculate about the effects of mechanization upon the living patterns of Americans.	IIIB8. Students will be asked to discuss the probable sequence of historical events if one of these developments had not come about: the steamboat the railroad the Erie Canal system the cotton gin the highway system.	IIIB8. The Human Side of American History, pp. 64, 85, 194. Voices from American's Past, Vol. II, pp. 63 - 72.	IIIB8. Teacher observation - Use of documentation to support speculation.

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Objectives	Activities and Strategies	Materials	Evaluation
		Land of the Free, pp. 213 - 220	
IIIB9. To gain a better understanding of the people, their lives, customs, and activities during this period, the students will read historical books, both fiction and non-fiction and prepare a short report of two selections read.	IIIB9a. Students should be instructed to visit the Learning Center and obtain copies of the following books, or similar ones of the teacher's choosing:	IIIB9a. Adams, Samuel H., The Erie Canal, Random (Landmark) Bauer, Helen, California Rancho Days, Doubleday. Bosworth, A. R., Ladd of the Lone Star, American. Cooper, James F., The Deerslayer, Globe. Dougherty, James, Daniel Boone, Viking. Dougherty, James, Of Courage Undaunted, Viking. Fisher, Aileen, Cherokee Strip, American. Fulton, Reed, Moccasin Trail, Doubleday. Garthwaite, Marion, Couse Gold Gulch, Doubleday.	IIIB9a. In writing reports, students will follow guidelines established in Language Arts Curriculum.

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Objectives	Activities and Strategies	Materials	Evaluation
		Jackson, Helen H., Ramona, Globe. John, Annabel, and Edgar, Wilderness Bride, Harper & Row. Jones, Evan, Trappers & Mountain Men, Golden. Latham, F. B., The Law on the Gun Gun, American. Politi, Leo, The Mission Bell, Scribner. Wittens, Herbert, The Warrior's Path, Follett.	
	IIIB9b. Students might study the folklore, songs and ballads which tell about frontier life, to find out whether their concepts of the traits of pioneers are confirmed or denied. The following may be used as guiding question: 1. Having studied the conditions and problems of frontier life, what do you think is the relationship between folklore and this part of history.	IIIB9b. Folk Song U.S.A., John A. Lomax. Hi! Ho! The Rattlin' Bag, John A. Langstaff. Best Loved Amercian Folksongs, John & Alan Lomax. The American Songbag, Carl Sandburg. America Sings, Carl Carmen Fireside Book of American Songs, Margaret Boni.	IIIB9b. Same as for IIIB9a.

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Objectives	Activities and Strategies	Materials	Evaluation
	2. To what extent does the frontier seem to have shaped American character? This activity also may result in a written report, as an alternative to IIIB9a.	The Complete Tales of Uncle Remus, Joel Chandler Harris American Folk and Fairy Tales, Rachel Field. Legends of Paul Bunyan, Harold Felton. A Treasury of American Folklore, B. A. Botkin. Tall Tale America, Walter Blair. Records: Pioneer Transportation - A History of Transportation in American Folksong, Bruce R. Buckley, H. Wilson Records. The U.S. Expands Westward: 1830 - 1890, Lynn Bigbee, H. Wilson Records.	

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Objectives	Activities and Strategies	Materials	Evaluation
IIIB10. Students will show how, as they settled the Western lands, Americans laid the foundation for our ecological problems of today.	IIIB10. Choosing one of the following areas, students will show through pictures, drawings, transparencies, or any means of their choosing, how our environment was damaged in the process. a. logging in the Northwest b. farming on the Great Plains c. strip mining in the Appalachian Region. d. killing the buffalo on the Great Plains e. gold and silver mining. In reporting their findings to the class, students should make clear the environmental problem we have today as a result.	IIIB10. Pictures from magazines - American Historylands, pp. 481 - 524.	IIIB10. Use of cause and effect in presentation.

Appendix III- B - 2

1a. Students will act out a skit depicting the hardships of moving westward (i.e. indians). Skit may be pantomime or with dialogue (pre-written or spontaneous).

b. Same as above except depicting a "house or barn raising". Costumes may be used.

Theme III. Habitation Patterns

C. Growth of Capitalistic Society 1860 - 1900

Generalization: Change is often the result of many forces.

Objectives	Activities and Strategies	Materials	Evaluation
III. C. 1. Students will be able to list three problems faced by farmers in the late 19th century.	IIIC1a. Read to the class, or tape for group listening, sessions "The Plight of the Farmer", in Voices from America's Past, Vol 2, (Morris) pp. 246 - 250. Study questions such as the following may be distributed to students to guide their listening: 1. What happened in this story? 2. Why did the Haskins family come to the home of Steve Council? 3. What were the arguments in the dispute between Haskins and Jim Butter? 4. On whose side was the law? During class discussion of the troubles of Haskins, which were common among farmers of his day, the students should predict what the farmers might have done to solve their problems. IIIC1b. Let the students find out if their predictions were correct. IIIC1c. After reading, have students describe different kinds of organizations through which farmers attempted to help themselves, such as, Grange, political parties, cooperations.	IIIC1. Voices from America's Past, Vol. 2. Morris, pp. 246 - 250. Land of the Free, pp. 476 - 478. This is America's Story, pp. 483 - 500. Building the American Nation, pp. 496 - 500 Cassette: Great Men and Great Issues in American History: Industrial Growth Transforms the Nation: pp 1865 - 1900. Part 4, Segment 1, Oliver H. Kelley founds the Grange Movement.	IIIC1a,b,c,. Teacher observation of class discussion, especially logic of reasoning.

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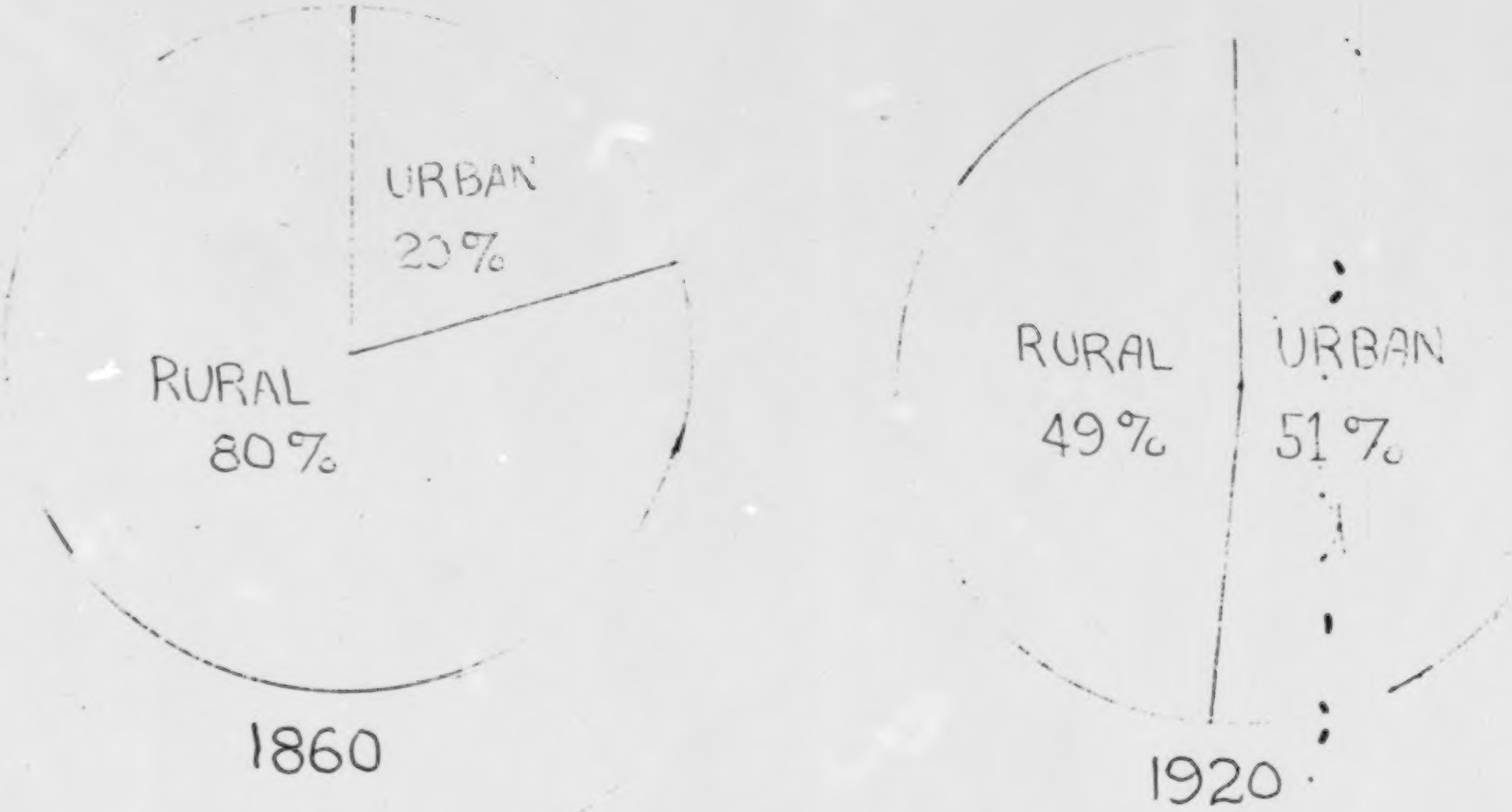
Objectives	Activities and Strategies	Materials	Evaluation
		Filmstrips with Cassettes: Museum Extension Service: Land of the Free: Agriculture in America.	
IIIC2. Students will review the interrelationships of man and his environment.	IIIC2. Students will examine maps and available information to find out how the landforms of each region affected the type of farming carried out in each region.	IIIC2. A Guide to Understanding the United States. pp. 2 & 3.	IIIC2. Cause & effect relationships noted by teacher.
IIIC3. Students will list events which led to the development of a mechanized society.	IIIC3a. Students will develop a chart telling what machines were invented to help the farmer, including inventor's name, date of invention, and effects of the invention upon the national economy.	IIIC3a. Discovering American History, pp. 546 - 547.	IIIC3. Completeness and accuracy of chart.
	IIIC3b. Discuss with students their responses to the question: How did changes in farming bring new problems?	IIIC3b. Filmstrip: The Agricultural Revolution. Industry Changes America, Museum Extension Service.	
IIIC4. Student will show how machines encourage people to move from the farm to the city.	IIIC4a. The students will form an hypothesis about the causes for the trend toward urban living, which began with the use of machines on the farm.	IIIC4a. A Guide to Understanding the United States, pp. 165 - 170.	IIIC4a. Validity of hypothesis.

Generalization: Change is often the result of many forces.

Objectives	Activities and Strategies	Materials	Evaluation
	IIIC4b. The students will test their hypothesis against available information, and form a conclusion about the effects of mechanization upon the living patterns of Americans.		
IIIC5. The students will read and interpret a graph showing the shift in America's population from urban to rural living.	IIIC5a. Project a transparency showing the shift in America's population from rural to urban living. Ask each student to write on: "What does this graph tell us is happening in the American population?" b. After the students have had an opportunity to discuss how they read the graph, ask: "How might the fact that there is a smaller percentage of the population in farming affect the farm organizations?"	IIIC5. Graph in appendix.	IIIC5. Clarity and logic of responses.

Graph III C 5

Percentage of U.S Population Living in Urban and Rural Areas



Theme IV: Economic and Technological Development 1492 - 1783

Generalization: Differing ways of life tend to compete for available resources.

Rationale: The change in the United States from a society of farms and small industry to a highly industrialized society resulted in a need for labor and government to assume new roles.

Objectives	Activities and Strategies	Materials	Evaluation
IVA1. Students will list 3 reasons for English colonization, i.e. 1. Colonies were settled to provide jobs for the unemployed. 2. Colonies served as a source of raw materials. 3. Colonies served as a market for manufactured goods.	IVA1. Ask the class to help list benefits that a country might receive as a result of having acquired additional territory. Ask what present-day problems might be solved if a portion of our population were to inhabit another planet. After questioning and discussing, lead the class to decide on one set of three reasons why the English encouraged colonization.	IVA1. Textbook - This Is America's STory, Chapter 4, "Englishmen Establish Vigorous Colonies In North America."	IVA1. Observation of responses.
IVA2. Students will list 5 sources of raw materials, i.e. a. fertile land b. forests c. seas d. animals e. minerals	IVA2. The student will use the textbook Exploring American History and read Unit II to find necessary information.	IVA2. Filmloop - Learning Center, "Settling the East" FL41"Water Driven Gristmill." Filmstrips - Learning Center, "Reliance on Tradition:1625 - 1700". Charles Merrill Co. Reference Book - A Guide to Understanding the United States, maps pp. 37, 38, 43.	IVA2. Completeness of lists.

Generalization: Differing ways of life tend to compete for availabe resources.

Objectives	Activities and Strategies	Materials	Evaluation
		Reference Books - Learning Center, ABC Book of Early America , Eric Sloane. Diary of An Early American Boy, Eric Sloane. Life In Colonial America, George Speare. Frontier Living, Edwin Tunis. Colonial America, Louis B. Wright.	
IVA3. Students will show how modern homes differ from colonial homes in regard to the following: 1. Lighting 2. Furnishings 3. Water supply 4. Cooking utensils 5. Food storage.	IVA3. Students will write an essay showing the contrast between colonial life and modern day living.	IVA3. Learning Center - Filmloop FL-42. "Pioneer Kitchen". District Resource Center, Study Prints, "Colonial Life".	IVA3. Essay will be judged upon the basis of clarity and conformity to guidelines set up in Language Arts.
IVA4. Students will illustrate how the early settler epitomized the proverb that "necessity is the mother of invention."	IVA4. Students ill give five examples showing how the early settler had to use his native ability in order to survive.	IVA4. Learning Center - Slides and Script - The Three Stages of the Pioneer. Filmstrip - Pioneer Community Crafts. Pioneer Community Work and Trade.	IVA4. Aptness of examples chosen.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
		American Heritage Center, Wellwood Jr. High, Fayetteville, Film - "The Northeast Farm Community." Leaning Center - Filmloop FL43, "Settling the East" "Shearing Sheep and Plowing with Oxen".	

Theme IV. Economic and Technological Development

B. U.S. As An Emerging Nation (1783 - 1860)

Generalization: Differing ways of life tend to compete for available resources.

Rationale: All societies have the same type of economic system. The system will include such factors as production, distribution, and use of goods and services. The values and objectives of society will be a part of the system.

Objectives	Activities and Strategies	Materials	Evaluation
IV31. To stress conditions and events that led to the Revolutionary War.	IVB1. Divide the class into six groups and assign each group a different act imposed by England. The students will discuss the act and explain how the colonists reacted.	IVB1. Handout with a list of acts imposed on the colonists.	IVB1. Clarity of explanation and manner of presentation to the class.
IVB2. Students will show that the Constitution includes the principles of modern capitalistic industrialism.	IVB2. After reading the Constitution, the student will be required to list ten powers or restrictions that promote industry or big business.	IVB2. Textbooks - This Is America's Story, p. A-2 - A-32. Exploring American History, pp. 467-481.	IVB2. Appropriateness of powers selected.
IVB3. Students will explain the changes that occured as a result of the War of 1812.	IVB3. The student will write a paragraph indicating the role of the federal government, industrial growth, and world image during the War of 1812.	IVB3. Textbooks - Exploring American History, pp 183 - 185.	IVB3. Evaluation of paragraph on basis of cause & effect relationship.
IVB4. Students will review the building of turnpikes and canals from the years 1794 - 1850.	IVB4. The student will hypothesize as to why the government has spent money in the past as well as today developing forms of transportation.	IVB4. Textbook - Exploring American History, pp. 192 - 193, map p.195.	IVB4. Validity of hypothesis.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVB5. Students will review the territorial expansion of the U.S. between 1783 & 1853.	IVB5. Complete outline maps by filling in the names and dates of the territories that were added between 1783 and 1853.	IVB5. Textbook - Exploring American History, p. 221, map, outline Map in District Resource Center.	IVB5. Completeness, clarity, and accuracy of maps.
IVB6. Students will explain the importance of Eli Whitney in the development of the South and his impact on the mass production system.	IVB6a. Write an essay explaining the significance of Eli Whitney's use of interchangeable parts and his invention of the cotton gin. or	IVB6. Filmstrip - "Beginnings of American Industry" SVE Textbook - Exploring American History, p. 240.	IVB6a. Evidence of logical thinking.
	b. Students may conduct a classroom demonstration of the use of interchangeable parts in some object they are familiar with, i.e. Christmas tree lights. (Some foreign bulbs do not fit).		b. Clarity of oral presentation.
IVB7. Students will compare the economic and technological development of the North and South prior to the Civil War.	IVB7. The student will gather data showing the economic and technological development of the North and South in the year 1860. The information will then be discussed and compiled by writing it on the chalkboard under the headings of the North and South in the year 1860. The Planning Board would also lend itself to this activity.	IVB7. Use of book - A Guide to Understanding the U.S. pp. 43, 44, 70, 71, 72, 116, & 117. Textbook - Exploring American History, p. 273. Transparency - "Comparison of the North & South in 1860". No. 49. District Resource Center.	IVB7. Completeness of data and organization of information.

Theme IV: Economic and Technological Development 1860 - 1900

C. Growth of a Capitalistic Society

Generalization: Differing ways of life tend to compete for available resources.

Rationale: Life in the United States changed from that of rural and small industry to a highly complex society resulting in a need for labor and government to take on new roles.

Objectives	Activities and Strategies	Materials	Evaluation
IVC1. Students will form a hypothesis as to the destruction of nature in the westward expansion.	IVC1. Students will view a filmstrip accompanied by folk songs dealing with reconstruction and westward expansion.	IVCL Learning Center, Filmstrip "Reconstruction and the West". SVE.	IVC1. Examples given as evidence of destruction of nature.
IVC2. Students will hypothesize as to why Americans continued to move westward after 1860.	IVC2a. Students will view a filmstrip listing five technological developments and give the significance of each for expansion to the Pacific Coast.	IVC2a. Filmstrip-"Agricultural Revolution", MCGraw-Hill, Learning Center.	IVC2a. Examples given to support hypothesis.
	b. Students will view a filmstrip and complete a worksheet.	b. Learning center, Filmstrip - "Natural Resources and New Frontiers". SVE.	b. Correct completion of worksheet.
IVC3. Students will compare different life styles found in the westward expansion of the U.S.	IVC3. The class will be divided into groups of miners, cattlemen, and farmers and a student acting as a newsreporter will interview a person from each group as to occupation and life style.	IVC3. Textbook - Exploring American History, p. 226 - 232. The Human Side of American History., pp. 196 - 198.	IVC3. Oral presentation and accuracy of description.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVC4. Students will explore the role of the federal government and private industry in the agricultural development of the nation betwaen 1860 and 1900.	IVC4a. The student will choose one of the following topics to research and write an essay showing the role of the federal government or private industry in each of the following: The Pony Express Union Pacific Railroad Central Pacific Railroad. Northern Railroad Santa Fe Railroad Great Northern Railroad Homestead Act Dawes Act Morrill Act Hatch Act Dept. of Agriculture.	IVC4a Library reference section.	IVC4a. Revelance of essay to assignment. Evidence of logical thinking and organization.
	b. Outline maps - Westward to the Pacific. District Resource Center.	b. Transparency - Major Railroads of the West in 1890. Resource Center.	b. Accuracy of map.
IVC5. Students will list examples of industrial growth between 1860 & 1900 and the problems it created.	IVC5. The student will view a filmstrip and list ten technological developments that occured between 1860 and 1900 and then explain one of the problems brought about by industrialization.	IVC5. Filmstrip - "The Creation of Modern Industrial America", McGraw-Hill, Learning Center.	IVC5. Accuracy of listings and description of problem.
IVC6. Students will hypothesize as to whether or not employers would eventually have made conditions better for their employees without labor unions.	IVC6. The class will listen to cassette tapes and then divide into two groups, employers and industrial workers, to debate whether labor unions were needed in the 1800's.	IVC6. Eyegate - Set 7, "Industrial Development". Tape Cassettes - "Industrial Growth Transforms the Nation". Part 3,	IVC6. Use of evidence to support arguments used in debate.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
		Part 4. Learning Center.	
IVC7. Students will gather data to determine why American factory workers began to form labor unions after 1865.	IVC7a. The class will view slides showing the early factory conditions and list the problems. Each student will then be given the assignment of interviewing a present day factory worker to determine what changes have been brought about by organized labor. Reports may be taped, written, or presented orally.	IVC7a. District Resource Center. Slides "400 Series". Guidance Associates.	IVC7. Reports will be judged upon the basis of thoroughness of preparation and presentation.
	b. Students will do a dramatization which includes working conditions of the 1860's.	b. Drama - "Career Girl - 1860", *More Dramatizations from U.S. History* by Christobel M. Cordell, Pub. John Weston Walch.	b. Oral interpretation.
IVC8. Students will graph the years of greatest immigration between the years 1860 to 1900.	IVC8. The student will construct a line graph showing immigration between 1860 and 1900.	IVC8. Instruction data and graph paper. (Handout sheet IVC8.)	IVC8. Accuracy of graph.
IVC9. Students will hypothesize as to how the Industrial Revolution changed the pattern of life during the period 1860-1900.	IVC9. The student will choose an invention, inventor, or business leader and show the change that resulted.	IVC9. List of inventions, inventors, and business leaders. (Handout sheet, IVC9.)	IVC9. Validity of hypothesis and clarity of exposition.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVC10. Students will show how unfair practices of monopolies and trusts threatened to destroy the American system of free enterprise.	IVC10. The class will listen to cassette tapes and discuss ways in which the government had to regulate big business.	IVC10. Tape cassettes - "Industrial Growth Transforms the Nation." Part 1, Part 2. Wilson Corp. Learning Center.	IVC10. Teacher observation.
IVC11. After viewing a filmstrip on social and economic development, students will show interaction of government, industry, and labor during the years 1860 to 1900.	IVC11a. The student will view a filmstrip on social and economic development and list laws passed by by government to regulate industry.	IVC11. Set 7 Eyegate Series - "Industrial Development". Filmstrip - Social and Economic Development (1800-1900's) SVE. Learning Center.	IVC11. Completeness of listings.
	IVC11b. The student will be given a list of events that occured between 1860 and 1900. The student will explain and determine whether each of the events was the action of government, industry, or labor.	IVC11b. Handout sheet.	IVC11b. Evidence of categorizing skills.
IVC12. Students will hypothesize as to how America became a land of cities and what problems resulted.	IVC12. The student will draw conclustions from learning activities covered previously in the unit and construct a list of ten reasons for the growth of cities and ten problems that resulted.	IVC12. Notebook papers showing data.	IVC12. Use of cause and effect in drawing conclusions.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVC13. Through classroom dramatization, students will explore the inventive spirit and importance of Thomas Edison and his invention of the light bulb.	IVC13. Pupils are chosen for a dramatization having to do with the invention of the light bulb.	IVC13. Drama - "The Wizard of Menlo Park". More Dramatizations from U.S. History, J. Weston Walsh, Publisher.	IVC13. Oral interpretation and class reaction.
IVC14. Through a study of one of the industrial giants of the time, students will stress the importance of big business leaders such as John D. Rockefeller and Andrew Carnegie and the role that oil and steel play in today's ecology.	IVC14a. The student will read and write an essay about one of the leaders and explain how either the manufacture of steel or oil today is an ecological concern.	IVC14a. Textbook - This is America's Story, pp. 471 - 464.	IVC14a. Relation of steel or oil to ecology today.
	IVC14b. The student will read a story about Andrew Carnegie in American Adventures Series and complete attached worksheet.	IVC14b. Workbook - The Richest Man - American Adventures Series, Vol 2, p. 19. Scholastic Book Co.	IVC14b. Correct completion of worksheet.
IVC15. Through a classroom simulation, students will show how the corporation was the ideal business form for the rapidly growing industrial society.	IVC15. Pupils will form a mock corporation buying a share of stock for one cent. Stock certificates are issued and stockholders select a board of directors. The board of directors in turn select a manager or president. The capital raised is then used to purchase pens. The business of the corporation is to sell pens to those pupils who neglected to bring a pen to class. Stockholders hold meetings at which time profits are distributed and some funds used to purchase pens.	IVC15. Pens and replica stock certificates.	IVC15. Observation by teacher.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVC16. Students will hypothesize as to how expanding industry created new markets and how merchandizing changed.	IVC16. The student will list factors that helped create a mass market such as growing population, transportation, advertizing and new types of stores.	IVC16. Textbook - *This is Ameria's Story*, pp. 444 - 445.	IVC16. Completeness and accuracy of listing.

Theme IV - Economic and Technological Development 1900 - 1945

D. U.S. As A World Power

Generalization: Differing ways of life tend to compete for available resources.

Rationale: The industrialization of America means more trade, migration, widespread ideas and practices and greater importance of relative location or situation.

Objectives	Activities and Strategies	Materials	Evaluation.
IVD1. Students will determine how certain economic factors affected American interest and participation in world affairs during the period 1900 - 1945.	IVD1. The following headings are written on the chalkboard or planning board: raw materials, surplus capital, closing of the frontier, and industrial development. The students will discuss the above as to how each affected world outlook between the years 1900 & 1945.	IVD1. Notebook data from previous learning activities.	IVD1. Observation by teacher; evidence of categorizing skills.
IVD2. After viewing a filmstrip, students will contract economic conditions of the blacks in the year 1900 and that of today.	IVD2. The class will list the problems of blacks of the North in the year 1900, problems today and gains made by blacks over the past 71 years.	IVD2. Filmstrip - "Black People in the North, 1900". McGraw-Hill Book Co. Learning Center.	IVD2. Observation by teacher; evidence of logical thinking.
IVD3. After viewing a filmstrip, students will show territorial possessions outside the U.S. in 1900 and how the federal government was exercising control.	IVD3. The student will label an outline map showing newly acquired possessions and list laws regulatig business, industry, agriculture and labor.	IVD3. Filmstrip - "The Turn of the Century", McGraw-Hill Book Co., Learning Center.	IVD3. Accuracy of maps and listings.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVD4. Following textbook readings, students will stress the technological developments that made possible the invention of the automobile and hypothesize as to what improvements may be needed to meet ecological demands.	IVD4a. The pupil will list three advences in technological growth of the nation which made it possible to mass produce the automobile and explain what present day measures are being considered to help meet ecological requirements.	IVD4a. Textbook - Exploring American History, pp. 314 - 315. This Is America's Story, pp. 547 - 458. Building the American Nation, pp. 607 - 608. Pamphlet - Environmental Health Problems.	IVD4a. Clarity of explanation.
	b. The student will read a story about the invention of the automolbile in American Adventures Series and camplete attached worksheet.	b. Workbook - The Horseless Carriage, American Adventures Series, Vol. 1. p. 34. Scholastic Book Co.	IVD4a, b, and c. Accurate completion of worksheet.
	c. The student will read a story about the early Ford automobile in American Adventures Series and complete attached worksheet.	c. Workbook - The Tin Lizzie, American Adventures Series, Vol. 3., p. 9., Scholastic Book Co.	

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVD5. Students will hypothesize as to how the invention of the airplane has changed our way of living.	IVD5a. The student will write an essay explaining the importance of the invention sence 1903 and whether it creates an ecological problem today.	IVD5a. Textbook - This Is America's Story, pp. 458 - 460.	IVD5a. Relevance of essay to topic.
	IVD5b. The student will read a story about the Wright brothers in American Adventures Series and complete attached worksheet.	IVD5b. Workbook - "Into the Air Age" American Adventures Series, Vol 2., p. 38. Scholastic Book Co.	IVD5b. Accurate competion of worksheet.
	c. Pupils are selected for a dramatization having to do with the invention of the airplane.	c. Drama - "Experiment at Kitty Hawk" More Dramatizations from U.S. History, J. Weston Walsh, Publisher.	c. Class reaction to dramatization.
	d. The student will listen to a record about the Wright brothers and complete the attached worksheet.	d. Record - "The Wright Brothers". Enrichment Materials Inc. District Resource Center.	d and e. Accurate completion of worksheet.
	e. The student will read a story about Charles Lindberg and complete attached worksheet.	e. Workdbook - "Lucky Lindy". American Adventures Series, Vol 3., p. 9.	

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVD6. Following textbook readings and listening to a recording, students hypothesize as to why the Panama Canal was built and the problems of construction.	IVD6a. The student will list two reasons for building the canal and write an essay explaining how obstacles of building such a canal were met.	IVD6a. Textbook - Exploring American History, pp. 368 - 369.	IVD6a. Relevance of essay to topic assigned.
	b. The student will listen to a record and complete attached worksheet.	b. Record - "The Panama Canal", Enrichment Materials Inc. District Resource Center.	b. Accurate completion of worksheet.
IVD7. Students will determine the causes of the stock market crash of 1929.	IVD7a. The students will read to find out the causes of the stock market crash, and a discussion will follow that will include conditions during the depression.	IVD7a. Textbooks - This is America's Story, pp. 468 - 473. Building the American Nation, pp. 630 - 635.	IVD7a. Observation by teacher; class quiz, perhaps.
	b. The student will read a selection about the depression that occurred in 1929 and complete attached worksheet.	b. Workbook - "The Great Depression" American Adventures Series.	b & c. Accuracy of worksheet.
	c. The students will read a selection about the stock market crash and complete attached worksheet.	c. Workbook - "Wall Street Lays an Egg". American Adventures Series, Vol. 3, p. 19a.	

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVD8. After viewing a filmstrip, or reading in the text, students will determine what effect industrialization played during World War I.	IVD8. The students will view a filmstrip and list five examples showing changes that had occurred during the twentieth century that aided the war effort.	IVD8. Filmstrip - "World War I", Folksongs in American History. Warren Schloat Productions. Learning Center. Textbook - This is America's Story, pp. 604 - 606.	IVD8. Aptness of examples cited.
IVD9. Given notes by teacher and textbook readings, students will determine the problems that faced the farmers of the 1920's and how they reacted.	IVD9. The teacher will give a brief summary of problems brought about by good and bad farming practices. The student will then read and discuss problems of farmers in the 1920's and explain how farmers organized in order to achieve political support and gain demands.	IVD9. Textbook - This is America's Story, pp. 492 - 494.	IVD9. Observation by teacher as to relevance of discussion.
IVD10. After viewing a filmstrip and reading from a text, students will determine the increasing role of the federal government during the depression years.	IVD10. The students will view a filmstrip and compile a list of five measures taken by the federal government to boost industry, agriculture, and employment.	IVD10. Filmstrip - "1920's and the Depression". Warren Schloat Productions Inc. Learning Center. Textbook - This is America's Story, pp. 678 - 682.	IVD10. Aptness of measures listed.

Generalization: Differing ways of life tend to compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVD11. Using information given in a text, students will stress new methods of production and show how these aided industry.	IVD11. The students will list five new methods of production used by industry during the 1900's.	IVD11. Textbook - *This is America's Story*. pp. 443 - 444.	IVD11. Evidence of reading for main ideas.
IVD12. Through the use of skimming to locate information, students will determine what inventions or developments came about as a result of World War II and how they affect our ecology.	IVD12. The student will list a development or invention that resulted from World War II and write an essay explaining how it affects present-day ecology.	IVD12. Textbook - *This is America's Story*. pp. 540 - 541; 646; 604. *Exploring American History*, pp. 411 - 412.	IVD12. Essay will be judged upon its relation to a problem in ecology.

Theme IV - The United States as a super power

E - Economic and Technological Development 1945 - 1971

Generalization: Differing ways of life compete for available resources.

Rationale: In America and throughout the world man must become aware of a help to overcome the problems of unlimited wants and limited resources by means of ecology.

Objectives	Activities and Strategies	Materials	Evaluation
IVE1. From information in the text, students will determine the importance of Canada to the United States in the areas of trade, industry and defense.	The students will be required to write a report proving that Canada is vital to the United States economy and security.	IVE1. Textbook - This is America's Story. pp.667 - 668.	IVE1. Evidence of summary skills in report.
IVE2. After viewing a filmstrip on post-war conditions, students will show how the United States' industrial development helped to win World War II.	IVE2. The students will view a filmstrip and list five technological developments prior to World War II that were vital to the war effort.	IVE2. Filmstrip - "World War II" Learning Center. Folk Songs In American History Warren Schloat Productions.	IVE2. Accuracy of listings.
IVE3. After viewing a filmstrip on post-war conditions, students will show that after World War II the United States took steps at home and abroad to improve economic conditions for those who are underprivileged.	IVE3. Students will view a filmstrip, read and discuss U.S. support for the UN and recent job opportunities for the negro.	IVE3. Filmstrip - "The Postwar Years" Folk Songs in American History, Warren Schloat Productions. Textbook - This is America's Story. pp. 633 - 634.	IVE3. Validity of points raised in discussion.

Generalization: Differing ways of life compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
IVE4. Students will formulate a hypothesis dealing with problems brought about by rapid population growth after 1945.	IVE4. The teacher will put the following headings on the chalkboard or planning board: goods, services, food, transportation, social security, housing and automation. The student will then be asked to report on each, explaining the demands imposed by a rapidly growing population.	IVE4. Paper and pen.	IVE4. Teacher observation of student response.
IVE5. Students will formulate a hypothesis as to the meaning of automation and its significance to man.	IVE5a. The class will discuss the meaning of automation and derive a suitable definition. The student will then give examples of automation, and the teacher will list these on the board. The student will then decide whether automation is beneficial, threatening or possibly both.	IVE5a. Textbook - Building the American Nation, p. 703.	IVE5a. Validity of hypothesis.
	b. Prepare a groups of students for debate by having them go to the library and search out current information about automation. The title of the debate could be: "Automation, a Promise or a threat".	b. Textbook - Building the American Nation, p. 703.	b. Use of arguments to support position taken. Proper use of debating technique as outlined by Language Arts department.
IVE6. Students will formulate a hypothesis as to the problems that are a result of urbanization.	IVE6. The pupil will list five problems ranking them as to importance beginning with the most important. The pupil will then give reasons for his selection and explain the effect of the problem on ecology.	IVE6. Textbook - Exploring American History, pp. 442 - 444. Pamphlet - Environmental Health Problems, pp. 1-38.	IVE6. Ability to show cause and effect relationships.

Generalization: Differing ways of life compete for available resources.

Objectives	Activities and Strategies	Materials	Evaluation
		May be obtained from: Dep't of Health, Education and Welfare; 5600 Fishers Lane; Rockville, Maryland 20852.	
IVE7. Students will examine the problems of mass transportation and find out what efforts are being made to help solve problems.	IVE7. The students will view a filmstrip and complete a set of worksheets dealing with transportation problems and new solution.	IVE7. Filmstrip-"Transportation, Where Do We Go From Here?" Guidance Associates	IVE7. Accurate completion of worksheets.
IVE8. Through a study of charts and graphs, students will stress that industrial America must make efforts to restore and maintain an environmental relationship conducive to the health and well-being of man.	IVE8. The student will view a series of charts and graphs showing the seriousness of pollution, and the types of pollution. They will also read a pamphlet and write down suggested recommendations for controlling pollution.	IVE8. Charts and graphs in appendix, Pamphlet - "Environmental Health Problems - pp. 1-38. Social Education, Vol. 35, No. 1., pp. 27 - 32.	IVE8. Effectiveness and feasibility of recommendations.

Appendix IV - B - 1

ENGLAND's NEW POLICY IN ACTION

1. Writs of Assistance. Even before the French and Indian War ended, the colonists showed that they would oppose any attempt by England to impose stricter controls on trade. In 1761 officials began to use writs of assistance to stop colonials merchants from illegally trading with foreign nations. These writs were general search warrants that permitted customs officers to enter and search any ship, home, or warehouse for smuggled goods.

Reaction. James Otis, a Boston lawyer representing a group of Massachusetts merchants, challenged the legality of the writs. He asserted that their use was an act of tyranny and that they violated a fundamental right of Englishmen: to be free from unreasonable searches and seizures. When the courts ruled that the writs were legal, the British continued their use until the Revolution. Otis' arguments rallied public opinion against the writs, and the colonists continued to protest their use.

2. Proclamation of 1763. Pontiac, chief of the Ottawa Indians, led the western tribes in a war against the English. Before he was finally defeated, he destroyed most of the British frontier forts and massacred many white settlers. To avoid further trouble with the Indians, Britain issued the Proclamation of 1763. This act a) ordered all settlers in the Ohio Valley to move back east, b) forbade the establishment of new settlements west of the appalachians, and c) prohibited traders from entering the region without government approval.

Reaction. The colonists, especially those on the frontier, resented the proclamation. They regarded it as an attempt by England to keep them from developing the new, fertile lands that they had helped win from the French. Many pioneers ignored the proclamation and migrated westward into the forbidden area.

3. Sugar Act (1764). George Grenville, who headed the British government from 1763 to 1765, was largely responsible for shaping England's new colonial policy. Among other things, he persuaded Parliament to pass the Sugar Act. a) This law raised duties on refined sugar, textiles, and other goods imported from any place other than Britain or a British colony. b) To discourage smugglisng, the new law lowered the duty on molasses. c) The act also added more products to the list of enumerated articles that could be sold only to England.

In addition, Grenville took steps to enforce the Navigation Acts. He sent more customs officers to America and put royal inspectors and naval patrol to work to wipe out smuggling.

Reaction. The merchants of New England and the Middle Colonies complained that the higher import duties and the strict enforcement of the trade laws would ruin the colonial economy. In defiance of the law, they continued to smuggle goods into the country and to carry on trade with foreign nations.

4. Quartering Act (1765). This act of Parliament required the colonial legislatures to provide funds, living quarters, and supplies to help meet the expense of maintaining British troops in America.

Reaction. The colonists objected to England's policy of maintaining a large army in America in time of peace and were opposed to paying for its support. When New York's assembly refused to provide all the supplies requested by the commander of the British troops, Parliament suspended the assembly's legislative powers until it complied.

5. Stamp Tax (1765). Upon Grenville's recommendation, Parliament passed the Stamp Act. This law placed a tax on newspapers, almanacs, pamphlets, playing cards, and legal documents (wills, licenses, deeds, etc.). The act required that stamps be purchased from the government and be affixed to these articles.

Reaction. Because it affected all the people, not just a special group as did the trade regulations, the stamp tax stirred up a "hornet's nest" in America. Patriotic societies, known as the Sons of Liberty, were formed to organize resistance to the tax. Stamp-tax collectors were mobbed and driven from their homes. Merchants pledged to halt the import of British goods, and people vowed to stop buying English products until the tax was repealed. At the urging of Patrick Henry, the Virginia House of Burgesses passes a resolution asserting that it had the sole power to tax Virginians. "No taxation without representation" was the slogan of the day.

A high point in the colonial protest came in the fall of 1765 when delegates from nine colonies convened the Stamp Act Congress in New York City. In demanding the repeal of the stamp tax, the delegates drew up a declaration in which they stated the main arguments of the colonists: a) The colonists were entitled to the rights of Englishmen. b) Taxation without the consent of the people's own elected representatives was a violation of these rights. c) Since the colonists were not represented in the English Parliament, that body could not impose taxes on them.

England was disturbed over the violent colonial opposition to the stamp tax. Even in England some notables, as William Pitt, protested against the tax. Most important, English merchants suffered severely from the colonial boycott of English goods. Therefore, Parliament in 1766 repealed the stamp tax but, at the same time, asserted its right to tax the colonies by passing the Declaratory Act. It stated that Parliament had full authority over the colonies "in all cases whatsoever."

6. Townshend Acts (1767). Charles Townshend, the new English Chancellor of the Exchequer (treasury), was responsible for Parliament's passage of a series of revenue measures known as the Townshend Acts. Under this legislation: a) Duties were levied on colonial imports of glass, lead, paint, paper, and tea. b) The revenue from these duties was to be used to pay the salaries of such colonial officials as governors and judges. (Previously, their salaries had been controlled by the colonial legislatures.) c) The right to use writs of assistance to enforce the Navigation Acts was reaffirmed.

Reaction. The Massachusetts legislature, under the leadership of Samuel Adams, urged the colonies to cooperate in resisting English taxation. The colonists responded with a severe boycott of English goods.

The effectiveness of the boycott led to the repeal of all the Townshend taxes except the one on tea (1770). This duty, though slight, was kept to show that Parliament retained its right to tax the colonies.

Although tensions lessened somewhat after the repeal of the Townshend Acts, American Patriots took steps to organize themselves to oppose English policies whenever conditions required united colonial action. In 1772 Samuel Adams issued a call to the towns of Massachusetts to form Committees of Correspondence to keep each other informed of new developments. The idea soon spread, and most colonies formed committees for the purpose of maintaining contact with one another.

7. Boston Massacre (1770). In Boston, as elsewhere, there was bitter feeling between the colonists and the redcoats, as the British troops were called. On one occasion, shortly before the repeal of the Townshend Acts, a crowd of Bostonians shouted insults and threw snowballs at a detachment of British soldiers. The redcoats fired into the crowd, illing five townspeople and wounding six others. This incident became known as the Boston Massacre.

Reaction. The angry citizens of Boston, led by Samuel Adams, demanded the removal of the British troops. To prevent an uprising, the governor withdrew the soldiers from the city. News of the Boston Massacre spread throughout the colonies and aroused indignation everywhere.

8. Tea Act (1773). The British East India Company was in financial distress, partly as a result of the colonial boycott of English tea. To save the company from ruin, Parliament passed the Tea Act, which the company to ship tea to America without paying the existing heavy duty in England. This enabled the company to undersell the colonial importers of English tea as well as the smugglers of foreign tea.

Reaction. The colonial merchants denounced the Tea Act because: a) It gave the East Indian Company exclusive control of the tea trade in America and would ruin many American tea merchants. b) Parliament could grant similar rights to other English firms and put all colonial merchants out of business.

In New York and Philadelphia, public clamor forced the company to send its leaded ships of tea back to England. In Charleston, the tea was locked up in a warehouse and left to rot. In Boston, the citizens refused to permit the unloading of three tea ships. During the night of December 16, 1773, the Boston Tea Party took place. Bostonians disguised as Indians boarded the ships and dumped 342 chest of tea (worth $75,000) into the harbor.

9. Intolerable Acts. (1774). Parliament moved quickly to punish Massachusetts for the Boston Tea Party and to reassert its authority over the colonies. It passed a series of acts that the colonists called "intolerable". The Intolerable Acts included the following measures:

a. The port of Boston was closed to all commerce until the colonists paid for the destroyed tea.

b. The people of Massachusetts were deprived of the right to elect officials, to select jurors, and to hold town meetings. General Thomas Gage, British commander-in-chief in America, was appointed military governor of the colony.

c. British soldiers and officials accused of crimes in Massachusetts were to be tried in England, not in the colony.

d. A new Quartering Act required the people in all colonies to feed and house British soldiers.

e. The Quebec Act extended the boundary of the Canadian province of Quebec southward to the Ohio River.

(Although the Quebec Act was not intended as a measure to punish the colonies, the people regarded it as another "intolerable" act because it gave to Canada territories claimed by several of the colonies.)

Reaction. With Boston Harbor closed to commerce, the people of the city were faced with economic ruin. The other colonies rallied to the support of Boston by sending food and supplies to the stricken city. Some colonial leaders warned that the steps taken by the British government to punish Massachusetts endangered the liberties of all the colonies. Others declared that Massachusetts was "suffering in the common cause of America." There was widespread agreement that united action was necessary, and a call went out to convene a intercolonial congress.

Name ______________________

Subject ______________________

Date ______________________

Filmstrip Worksheet IV - C - 2 - b

Title - Natural Resources and New Frontiers

1. Why was the manufacture of iron so important to beginning America?

____

____

2. List four other natural resources that aided the industrial growth of America.

a. ______________________

b. ______________________

c. ______________________

d. ______________________

3. Name five inventions that aided the growth of the nation in the 1800's.

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

4. Give two reasons why people settled west of the Mississippi during the 1800's.

a. ______________________

b. ______________________

5. Explain how the federal government aided the growth of settlement in the West.

____

____

6. Name two cities that grew rapidly due to the cattle industry.

a. ______________ b. ______________

IV - C - 7 - b.

Career Girl - 1860

Introduction: This script is completely fictional, although based on statistics. It does not portray any historical event but is intended simply to depict the working conditions for women in the period concerned. Conditions such as these had a historical impact in that they were responsible for eventual strengthing of lavor unions and the enforcement of social legislation.

Scene I:
Place: The living room of a farm home in New Hampshire.
Time: Spring, 1860.

Scene II:
Place: A factory boarding house in Lowell, Massachusetts.
Time: Two weeks after Scene I.

Characters:
Polly Whipple, a farm girl
Mrs. Whipple, Polly's mother
Mr. Whipple, Polly's father
Mr. Elphinstone
Mrs. Herkimer, landlady of the boarding house
Liza
Martha
Abigail — Factory girls
Letitia
Barbara

Production notes: The only necessary props are some knitting and embroidery, a newspaper, and a suitcase.

Scene I

Narrator: In the spring of 1860 the Whipple family is having a typical evening at home at their isolated New Hampshire farm.

(Narrator exits. Curtain rises. Mr. Whipple is dozing in his chair. Mrs. Whipple is knitting. Polly Whipple is sitting with her chin in her hand, gazing off into space)

Mrs. Whipple: Where's your knitting, Polly?

Polly: Oh, mama. I'm tired of knitting. Seems like I've spent every night for a hundred years just sitting and knitting and listening to papa snore.

Mrs. Whipple: Tisn't seemly to criticize your paw, Polly.

Mr. Whipple: (Snores)

Polly: I'm not really criticizing him, mama. It's just that...... well, I don't feel like I'm even living at all.

Mrs. Whipple: You should count your blessings, Polly. Lots of girls would be very grateful for a nice comfortable home like you got.

Polly: I suppose so, mama. (Sighs) Only even a comfortable home can get awful dull. It's so quiet all the time.

Mr. Whipple: (Stirs, half opens his eyes, mumbles) For gracious sake, what's all the chattering about? How's a man going to get his rest with all this noise?

Mrs. Whipple: Polly was just saying that life is dull for her here on the farm.

Mr. Whipple: Humph! Why don't she read the Weekly Gazette? All sorts of exciting things in the paper. Improve her mind, too. Anyway, don't make so much noise.

(Mr. Whipple closes his eyes and dozes again)

Polly: (Picks up the paper from the table) I've read everything in the paper except the advertising and I haven't found anything exciting yet.
(Looks at paper for a second or two) Do you suppose he means this? (Reads)

"Where e'er consumption's victims are,
In palaces or halls.
Or in the rural cottages
With neatly whitewashed walls,
Sink not into despondency.
There's naught for you to fear,
By the pale and flickering taper,
Or the brilliant chandelier;
But drink the draught, will save you,
That bids consumption fly.
Take Dr. Swayne's Wild Cherry,
And do not, do not die!"

Mrs. Whipple: Well, now, I think that's a real pretty piece, Polly.

Polly: (Sighs) Oh, mama. I don't want to read about Dr. Swayne's tonic. I want to go to a ball and dance the polka; I want to go to the theater, and I want to read books.

Mrs. Whipple: My goodness, Polly. We got books. Here's two dozen of them.

Polly: I want to read books that weren't written a hundred hears ago.

Mrs. Whipple: You're just restless, Polly. I suppose it's natural. One of these days the right young man will come along and then you'll have a home of your own and a family to think about.

Polly: The right man? I'd like to know how any young man is ever going to find this house away out in the country.

Mrs. Whipple: You mustn't be impatient, Polly. What's meant to be, will be.

Polly: But, mama. I'm almost twenty-two years old. Pretty soon I'll be too old to get married.

(There is a knock at the door)

(Polly sits up straight. Stares at the door. Mrs. Whipple puts her hand to her throat in a gesture of alarm)

Mrs. Whipple: Goodness gracious, who can that be at this time of night?

Polly: It's only seven o'clock, mama.

Mrs. Whipple: But nobody ever comes after dark.

(There is another knock)

Mr. Whipple: (Jumps up. Looks around with a startled expression) What's going on here? Who's making all theat racket?

Mrs. Whipple: It's somebody knocking at the front door, Adoniram.

Mr. Whipple: Knocking at the door? What for? Who is it?

Polly: Why don't you open the door and see, papa?

Mr. Whipple: Huh?......Oh! oh, yes.

(Mr. Whipple opens the door, then steps back)

Mr. Elphinstone: (Enters. Bows) Good evening, Sir.......and fair ladies. My name is Apheus P. Elphinstone.

Mr. Whipple: Whatever you're selling, we've got it. So there is no need to waste your time.

Mr. Elphinstone: But I am not a salesman, sir. On the contrary.

Mr. Whipple: Well, we got nothing you can buy either. Not this time of the year. Could of sold you some maple syrup a month ago but it's all gone now.

Mr. Elphinstome: You misunderstand me, sir. Er.......could I sit down for a minute and explain my mission.

Mr. Whipple: I suppose so.

(Mr. Elphinstone and Mr. Whipple sit down)

Mr. Elphinstone: I am representing the Whittemore Cotton Mill at Lowell, Massachusetts. I have been sent out to travel through the country side and to recruit young women to come to Lowell to join the industrial world.

Mr. Whipple: Huh?

Polly: (Leans forward) You mean, Mr. Elphinstone, they want women to work there......in the mill?

Mr. Elphinstone: That's correct, young lady. Are you interested?

Polly: But I don't know how to do any work in a mill.

Mr. Elphinstone: Naturally not. But you could be taught.

Mr. Whipple: What's going on here? What are you talking about, Polly?

Polly: Oh, papa. It's like an answer to a prayer. Just think..... I could earn my own living....be independent......and see the world.

Mr. Whipple: No daughter of mine is going to set foot in the sinful city by herself. No, Sir!

Polly: Oh, papa. Please. There are lots of girls workin' there. I've read about them.

Mr. Elphinstone: You don't have to be alarmed, Mr.....What is your name, Sir?

Polly: It's Whipple, Mr. Elphinstone.

Mr. Elphinstone: Mr. Whipple....If your daughter comes to Lowell she will be watched over as tenderly and as carefully as you yourself would guard her.

Mr. Whipple: Nope. I won't stand for it.

Polly: Oh, papa. I'd be perfectly all right.

Mr. Elphinstone: The mill provides boarding homes for the young girls, Mr. Whipple. Each girl is adequately chaperoned and there are strict rules which she must observe. There will be no opportunity for your daughter to encounter undesirable companions or to stray from the paths of propriety.

Mrs. Whipple: And besides, Adoniram.....You know Polly's a good girl. Maybe this is her chance to meet a young man.

Mr. Elphinstone: Of course. Lots of respectable young men working in Lowell.

Mr. Whipple: Oh, all right, all right. If that's what you want, go ahead.

Polly: Oh, thank you, papa. When do I come, Mr. Elphinstone? How do I get there? Where do I go?

Mr. Elphinstone: (Takes form from his pocket) If you'll just fill out this application, Miss Whipple, then we can make all the necessary arrangements. (He hands the form to Polly)

Polly: Of course. (Pollu takes the form and spreads it out on the table. She studies it carefully. Mr. Whipple closes his eyes and dozes off again. Mrs. Whipple goes back to her knitting. As Polly starts to write the curtain falls.)

Curtain - End of Scene I

Scene II

Narrator: Two weeks later Pollu arrived at Lowell and was escorted to a small sitting room by Mrs. Herkimer, the boarding house landlady.

(As the curtain rises Liza is writing at a table. Martha is embroidering. Letitia and Abigail talk in undertones. Barbara is dozing with a book in her lap)

Mrs. Herkimer: (Enters, followed by Polly) Here's a new boarder, girls, Polly Whipple. You can show her where to put her clothes and where her bed is.

(All the girls look up. Polly puts her suitcase down. Mrs. Herkimer exits)

Polly: Hello.

Liza: Hello. I'm Liza Taylor.

Martha: I'm Martha Watkins.

Letitia: I'm Letitia Harper and this is my sister, Abigail. And that's Barbara Greely there.

Polly: I'm glad to meet you all.

Letitia: Sit down and make yourself at home.

Polly: (Looks around, then sits down) How does it happen that you are all sitting here on a Saturday night?

Liza: Where else would you expect us to be.....at the opera?

Martha: Oh, my.........another one!

Polly: What do you mean?

Martha: I mean.....you're another one who left home expecting to find excitement....and adventure....and romance.

Letitia: Don't pay any attention to her, Polly. That's what we were all looking for.

Polly: But don't you ever go out anywhere?

Letitia: To tell the truth, Polly, after you spend fourteen hours a day on your feet in the factory you don't feel very much like going anywhere at night.

Abigail: Even if there was any place to go, which there isn't.

Martha: And if you were allowed to go out, which you aren't.

Polly: You work fourteen hours a day?

Barbara: (Yawns) From five o'clock in the morning until seven at night.

Letitia: But we get off earlier on Saturdays.......at dusk.

Polly: Don't you even have time out to eat?

Liza: Oh, yes....We have a half hour off for dinner but we have to come back here to the boarding house and it takes ten minutes each way so we get to sit down for only ten minutes. ...ten minutes out of fourteen hours.

Polly: Oh!

Liza: But don't forget, you'll be independent....making your own way in the world.

Polly: That's right....you have your own money! How much is the pay?

Abigail: You mean you didn't ask?

Polly: I was so excited, I forgot.

Letitia: We get two dollars a week, Polly.

Barbara: You mean our salary is two dollars a week but we don't get that. They take out a dollar and thirty-seven cents for board and room so we actually get sixty-three cents a week.

Polly: Oh!

Barbara: Cheer up....there are some bright spots. Sunday is free except for church morning and night. Between times you can rest or read or even go for a walk if your feet can stand it.

Polly: Don't you......er.....ever get a......er...chance to meet young men?

Barbara: Not if Mrs. Herkimer can help it. She thinks all men are first cousins to the devil and she considers it her duty to protect us from their evil influence.

Martha: And what good would it do if you did meet a man? I managed to meet one once but he was so busy following all the rules of the place where he wocked that he didn't have time for any women.

Polly: What kind of rules?

Martha: He worked in a draper's store and in order to keep his job these things. (Counts on her fingers)
One. Observe strict temperance.
Two. Attend divine services twice on Sunday.
Three. Attend prayer meeting twice weekly.
Four. Have no acquaintance front or back stage with members of the theatrical profession.
Five. Join an Abolition Society and attend meetings regularly.

Martha: (con't.) Six. Refrain from visiting houses of ill fame or indulging in fast habits.
Seven. Be home every night by ten p.m.

Polly: Well....I suppose a respectable young man would want to observe all those rules anyway.

Liza: Of course, Polly.

Letitia: We'll each meet a nice young man some time, Polly. It may sound discouraging but lots of the girls who used to work in the mill are married now.

Polly: Oh.....really! (She brightens up)

Liza: And anyway, we have lots of fun here in spite of everything.

Barbara: Sure we do.......when we can keep ourselves awake.

Abigail: And besides, things are going to be a lot better soon.

Polly: They are?

Abigail: (Nods her head) (Speaks in a confidential stage whisper) We're all going to join the union. And then we're going to go on strike for shorter hours, higher pay, and more freedom. We'll show them that they can't treat us the way they do.

Polly: Oh! Won't it be dangerous....to go on strike I mean.

Liza: I think it will be exciting. And maybe we'll get to meet some men.

Letitia: Ssshh. Herkimer's coming.

Mrs. Herkimer: (Enters and stands just inside the entrance) Bedtime, young ladies. The lights must be out at nine o'clock, Polly, and no talking after that. If you want to get along you must observe the rules.

Polly: Yes, ma'am.

(Mrs. Herkimer exits)

Polly: (Stands and picks up her suitcase) Will one of you please show me where my room is.

Martha: Your room? You mean our room don't you?

Letitia: Just follow the crowd, Polly. We all share the same room.

Polly: (The girls exit. Polly starts to follow them, then she turns back and speaks to the audience) This isn't just like what I expected it to be, but even so, it's better than staying home on the farm and reading the Weekly Gazette.

(She exits)

Curtain

Growth Of Industry (1860-1900)

Businessmen, Inventors, and Inventions

Businessmen

Andrew Carnegie
John D. Rockefeller
Philip D. Armour
Nelson Morris
Gustavus F. Swift
Cornelius Vanderbilt
James J. Hill
Edward H. Harriman
J. Pierpont Morgan
James B. Duke
E.I. du Pont

Inventors

Cyrus Field
Alexander G. Bell
Thomas A. Edison
Guglielmo Marconi
Lewis Waterman
Ottmar Mergenthaler
George Eastman
Richard Gatling
George Pullman
George Westinghouse
Christopher Sholes

Inventions

Thlephone
Transatlantic cable
Wireless telegraph
Radio vacuum tube
Bessemer converter
Typewriter
Phonograph
Barbed wire
Light bulb
Kodak camera
Line type machine

Name ______________________

Date ______________________

Period ______________________

Handout Sheet

Events (1860-1900)

1869	Knights of Labor founded
1879	Standard Oil Trust formed
1881	American Federation of Labor founded
1887	Interstate Commerce Act
1890	Sherman Antitrust Act

THE WIZARD OF MENLO PARK

The following dramatization might seem more appropriate in a collection designed for science classes. Few men, however, have had greater influence on the course of history than Thomas Alva Edison. Certainly his experiments in electricity have influenced the lives of individuals as much as any other historic event. The following scene is imaginary, although the scene in the newspaper office is based upon an actual happening. This dramatization is based primarily upon information found in Edison: The Man and His Work by George S. Bryan.

Scene I:
Time: December 21, 1879
Place: Editorial Office of the New York Herald

Scene II:
Time: Later that same afternoon
Place: Edison's office at Menlo Park

Characters:

*Albert Orr, City Editor of the New York Herald
*Thomas Connery, Managing Editor
*Marshall Fox, reporter
*Thomas Alva Edison

*Starred characters are real.

As Scene I opens, City Editor Albert Orr is seated at his desk reading his mail. Thomas Connery dashes in excitedly, carrying a copy of that morning's Herald.

Orr: (Looks up in surprise as Connery stops in front of his desk, waving the newspaper) What's upsetting you, Mr. Connery?

Connery: How did that stuff get into the Herald, Mr. Orr? Just tell me that!

Orr: What "stuff" are you talking about?

Connery: You know what stuff. That incandescent lamp business.

Orr: It got in in the usual way, I suppose. Why do you ask?

Connery: Why? Why? Because it's ridiculous, that's why! Someone has made a fool of you, Mr. Orr. Lights strung on wires indeed! Poppycock!

Orr: I think you're upsetting yourself unnecessarily, Mr. Connery.

Connery: Why wouldn't I be upset? You've made a laughing stock of the Herald, that's what you've done! What will Mr. Bennett, the owner of the Herald, say?

Orr: He'll probably say it's the biggest newspaper beat in a long time.

Connery: But incandescent lighting, Mr. Orr! Don't you know... ? You must know that it has been absolutely demonstrated that kind of light is impossible. It's against the laws of nature.

Orr: Maybe those laws have been repealed.

Connery: Who wrote this ridiculous article?

Orr: Marshall Fox.

Connery: Marshall Fox! But... but that's impossible! He's one of our best men. How could he allow himself to be so deceived?

Orr: Why don't you ask Fox, Mr. Connery?

Connery: I shall! We must do something to save ourselves from ridicule. Where is he? Send for him! No, I'll get him. (Goes to door. Yells) Fox! Fox, come here. (Returns to center of room. Paces up and down anxiously)

Fox: (Enters) Yes, Mr. Connery. Did you want to see me?

Connery: What's the idea of palming off that ridiculous story on Mr. Orr?

Fox: You mean my story on incandescent lighting, sir?

Connery: That's exactly what I mean.

Fox: But it isn't ridiculous, Mr. Connery. It's a marvelous achievement.

Connery: It would certainly be marvelous if it were true. "Miraculous" might be a better word.

Fox: But it is true, Mr. Connery. Every word of it.

Connery: You no doubt meant well, Fox, but it's obvious that you have been taken in by some glib story teller.

Fox: If I've been taken in, sir, it's by my own eyes, for I saw the lights I wrote about.

Connery: You saw them! Burning?

Fox: Yes, sir.

Connery: But it isn't possible!

Fox: Look, Mr. Connery. We could keep this up all day and not get anywhere. If you don't believe this story, the only way I know of to convince you is to show you. Then perhaps you'll believe it.

Connery: You mean...

Fox: I mean if you want proof, come with me to Menlo Park, New Jersey. Come and meet the Wizard of Menlo Park, Mr. Thomas Alva Edison.

End of Scene I

Scene II: The setting is Mr. Edison's office at Menlo Park. The room is furnished mostly with books. As the curtain rises, Edison is stretched out on a table sleeping, with his head on a couple of books. Connery and Fox enter. As they see Edison, they stop short, look at each other in surprise, then look back at Edison again)

Connery: Good heavens, do you suppose the man is ill?

Fox: I don't know. Somehow he looks as though he were just sleeping. (Edison opens his eyes, sees Connery and Fox, sits up, stretches)

Edison: Good afternoon, gentlemen.

Fox: Your assistant told us to come right in, Mr. Edison, but I'm afraid we've disturbed you.

Edison: Not at all! Not at all! I got your message, Mr. Fox, and I was waiting for you. Glad to have a chance for a short rest.

Fox: This is Mr. Thomas Connery, our Managing Editor, Mr. Edison.

Edison: How do you do?

Connery: How do you do, Mr. Edison. It's a privilege to meet you. (The two men shake hands) Excuse me, Mr. Edison, but... well, isn't it somewhat uncomfortable... sleeping on a table like that, I mean?

Edison: Why, I don't know. I never thought of it. That's the way I've gotten most of my sleep lately. Matter of fact, that's the way most of the men in our laboratory get their rest. Each man is allowed from four to six hours sleep a night but we all nap now and then for a few minutes when we get a chance. Amazing how twenty minutes will rest a man. Most people sleep too much, anyway. Have you shown Mr. Connery the laboratory, Mr. Fox?

Fox: Yes, sir. He has seen your incandescent light but I'm afraid he still doesn't believe that it's real.

Edison: It's real all right. And about time. We've been working a long time on it. We've had more than forty men in the laboratory most of the time, working in shifts, that is. We work right around the clock.

Connery: I'm not a scientist, Mr. Edison, but perhaps you can explain the principle of this light so a layman like myself can understand it.

Edison: I'll try. Won't you sit down? (All three men sit down) You know, of course, that electric lighting is nothing new. Sir Humphrey Davy produced it almost a hundred years ago. He gave a large scale display of the arc lamp with His Royal Institution Battery of 2, 000 cells.

Connery: Just how did that work?

Edison: At the end of each of two battery wires, he had a piece of charcoal. He brought the charcoal electrodes into contact, then separated them. At once the space between them was filled with flame. The electrodes were horizontal and the flame was lifted by the heated air and spread upward in the form of an arc. That's why it was called an arc light.

Connery: Yes, I recall seeing such arc lights at the Centennial Exposition in Philadelphia three years ago.

Edison: Those lights at the Exposition, however, were powered by a dynamo rather than by battery. All sorts of experiments have been conducted with arc lights throughout this century, and they still aren't much improved. The arc light makes light all right, but it has many defects. The carbons were noisy when they burned, the light didn't extend far but directly beneath it, it was so intensely bright that it was unpleasant and bad for the eyes. Then too, it burned in an open globe and consumed and fouled the air. And arc lighting can't be produced on a small scale for small rooms. A little over a year ago, I decided to devote my full time to finding a better way to use electricity for lighting. So I started in to subdivide electric current.

Connery: What do you mean by "subdivide"?

Edison: I mean that I proposed to light a given number of separate or divided lamps with the same current used to light a single arc lamp. In other words, I wanted to produce electric light in small units - in lamps of about the same candlepower as the flame from an ordinary gas jet. To make it worthwhile, I knew the lamp would have to meet certain scientific and commercial tests. It would have to be capable of sustaining for a thousand or more hours a temperature in excess of two thousand degrees. It would have to be proof against the ordinary

Edison: (Continued) impacts of daily use, simple to manage, cheap to produce and to operate.

Connery: Not a small order, certainly.

Edison: No, but I think we have succeeded in filling it nevertheless.

Connery: I'm convinced of that now, but I'm afraid the workings of your lamp is still a mystery to me.

Edison: Perhaps I can make it a little bit clearer. The electric light we produced is produced from a tiny piece of paper. Through this strip of paper is passed an electric current and the result is the bright, beautiful light you have seen.

Connery: But this piece of paper you speak about is not just an ordinary piece of paper, is it?

Edison: To begin with, it is. It is a strip cut from a piece of Bristol cardboard. It is shaped very much like a tiny horseshoe; about two inches in length and an eighth of an inch wide. These strips are laid in a wrought iron mold and the mold is placed in an oven where it is gradually raised to a temperature of about 600 degrees. The mold is then placed in a furnace and heated to almost a white heat, then removed and allowed to cool gradually. When the mold is opened, there is nothing left but the carbon framework of the paper. This is placed in a glass globe, connected with the wires leading to the electricity producing machine. The globe is then connected to an air pump and the air is extracted. The globe is then sealed and it is ready for use.

Connery: You make it sound very simple, Mr. Edison.

Edison: The result is simple even if the theory behind it is not. The important thing, however, is the result - a light that burns without flame, that produces no gas, no smoke, no odor - that requires no matches to light, gives out very little heat and can be produced in quantity cheaper than the cheapest oil.

Connery: It is still unbelievable.

Edison: Much remains to be done. We have overcome the chief difficulties but we will never cease looking for improvements in materials and methods. Many changes will yet be made in the incandescent lamp, but one thing is now certain: The world of the future will be a brighter world, thanks to electricity.

Connery: And thanks to Thomas Alva Edison. (Turns to Fox) I owe you an apology, Fox. Today's issue of the New York Herald, which I thought would bring us only ridicule, may well turn out to be one of the most historic issues that is ever published.

Curtain

IV - C - 14 - b.

Chapter 19

THE RICHEST MAN

Name ______________________________ Class ________________

A. Some Key Words and Phrases

In the blank space, write the letter of the word that best completes the sentence.

1. It was a change-over from making things by hand to making things by machine. It was also a change-over from making things at home to making them in factories. This change-over is called the ____________

2. Factories in Scotland put Andrew Carnegie's father out of work. So the Carnegie family moved to the United States. Soon Andrew Carnegie learned the ______________ and became a top telegraph operator.

3. Andrew Carnegie brough $500 worth of stock, or shares of ownership, in a growing company. Soon he was collecting __________, or payments, from his stock.

4. Carnegie went into the steel business. He became very rich, but he did not pay his workers much. To get better pay and better working conditions, his steelworkers began to organize labor _________.

5. In 1892, the workers in one of Carnegie's biggest steel mills walked off their jobs and went out on ___________.

6. Carnegie let his manager bring in new workers to take the places of the ones who had walked out. These new workers were ____________. They were used to "bust" the unions and breadk the strike.

a. Pittsburgh
b. Morse code
c. Industrial Revolution
d. immigrants
e. dividends
f. strike
g. bonds
h. strike-breakers
i. concert halls
j. unions
k. skilled

B. What Do You Think?

In the space below, write out your answer to one of these questions:

7. Andrew Carnegie was worth hundreds of millions of dollars at the time he retired. Why did he give away almost all of this money before he died?

____

____

8. The steel towns from which Carnegie made his millions were ugly placed. Do you think it was Carnegie's duty to make these towns more attractive for his workers? Why or why not?

IV - D - 7 - C

Chapter 18

WALL STREET LAYS AN EGG

Name ______________________________ Class ______________

A. Some Key Words and Phrases

In the blank space, write the letter that gives the best meaning.

1. prosperity ____________
2. stock market ____________
3. "margin" ____________
4. depression ____________
5. panic ____________
6. crash ____________

a. small down payment on shares of stock
b. time of good business, high employment
c. time of business downturn, high unemployment
d. place where stocks are bought and sold
e. shares of ownership in a company
f. sudden, steep drop in stock prices
g. great fear that causes people to lose control of themselves

B. Check Your Reading

In the blank space, write the letter of the correct answer.

7. The Republican who won election as President in 1928 was ____________
   a. Teddy Roosevelt
   b. Warren Harding
   c. Richard Nixon
   d. Herbert Hoover

8. The new President promised that there would be ____________
   a. More government control over the stock market
   b. "two chickens in every pot, two cars in every garage"
   c. "nothing to fear but fear itself"
   d. a depression

9. The center of the stock market in the United States is ____________
   a. in the stockyards of the Great Plains
   b. on Wall Street in New York City
   c. in Charleston, South Carolina
   d. on Market Street in Chicago

10. The big risk in buying and selling stocks is that ____________________
a. their value can go down as well as up
b. their value is never as high as their price
c. too many people want shares of stock for companies that make money
d. companies making the most money never sell their stock to the public

11. October 29, 1929, the day of the "big crash", was called ____________
a. Sunny Sunday b. Black Tuesday c. Weepy Wednesday
d. Funeral Friday

12. The crash of the stock market in 1929 was the beginning of ___________
a. the "Roaring Twenties" b. the Fourteen Points
c. the Great Depression d. a new business boom

C. What Do You Think?

Write out your answer to this question below:

There were warnings that the stock market was in trouble. But very few people sold their stocks early enough to escape the crash. Why?

THOUGHT PROVOKERS

1. Why should we begin to look at the transportation system as a whole, instead of at the individual units?

2. We spend a lot of time driving cars, riding in trains and buses, and so on. What kind of vehicles would you design to free people to use this valuable travel time for work and play? In France, for instance, typewriters and even secretaries, are available for hire on trains so businessmen can work as they ride.

3. Which travel method do you feel has the most exciting future, and why?

4. Why do you think the car has become such a popular method of getting around? What solutions do you propose to adapt the car to modern life? Smaller cars? Vast underground parking lots?

5. What phases of your life would be affected by a national airlines strike?

IV - E - 7 Filmstrips on Transportation

Name ________________________________

Answer these questions through research in the library and form what you may recall from the filmstrips. Use another sheet of paper for your answers.

1. Why do we need transportation? Discuss one example of how a breakdown in transportation system has affected the country.

2. How did transportation strengthen the United States and encourage growth as the country grew up?

3. Name an outstanding event in the development of each of the following: steamboat, railroad, automobile and air travel in the nineteenth and early twentiety centuries What did these mean to the country in economic terms?

4. What is a megalopolis? where is the most fully developed megalopolitan area today? How does this growth pattern affect transportation?

5. Automobile travel: Name four problems. Explain several efforts to improve auto travel, including Highway Safety Act, Motor Vehicle Act, Topics, and the Interstate Highway program.

6. Railroads: What is happening to them today? What government program is attempting to develop rail travel?

7. Public mass transit systems: How have they fallen behind and how does this relate to the growth in use of motor vehicles?

8. Explain problems in air travel in relation to airport access, ground facilities, F. A. A. control towers, general aviation aircraft.

IV - E - 7

Transportation: Where Do We Go from Here?

Name ________________________________

Filmstrip

Directions: Look for these names and terms in the filmstrip: then on this sheet identify each one.

Henry Ford

Robert Fulton

Wilbur and Orville Wright

Ralph Nader

Megalopolis

STOL

Mass transit systems

Air traffic control centers and towers.

Theme V. Changing Role of Government

A. Colonial America (1492-1783)

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
V. A. 1. The student will prepare a chart entitled "Characteristics of Spanish, French and English Colonies.	V. A. 1. Three equal width vertical columns are to be titled "Spanish", "French" and "English". A fourth narrower left-hand column should list the following headings. a. Interest or purpose of explorers. b. Treatment of Indians. c. Type of colonists. d. Interest and settlement of Colonists. e. Type of Colonial government. f. Amount of political freedom. g. Amount of religious freedom.	V. A. 1. One sheet of loose leaf notebook paper and ruler.	V. A. 1. Clarity of chart.
V. A. 2. The student will be required to fill in the chart from the previous activity and answer questions about colonization.	V. A. 2. The questions listed below are to be answered by the student. a. Give the reasons for settlement of Spain, France, & England. b. Why did the English settlement grow more rapidly and revolt sooner than the others? c. What is needed for successful colonization & why do colonies eventually revolt? D. List similarities and differences of Spain, France & England in their colonization of the New World.	V. A. 2. Textbook - This Is America's Story Chapt. 3,4,5,6. Story Unit Two Textbook - Exploring American History Unit One	V. A. 2. Completed chart and answers to questions.

Theme V. Changing Role of Government

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VA3. The student will list three rights brought to the New World by English Colonists and explain how they limited the power of the king.	VA3. The student will be given a reading assignment and asked to write down information gathered.	VA3. Textbook - This is America's Story, Chapter 7.	VA3. Completed written assignment.
VA4. The student will determine five rights, values or beliefs held by Puritans or Pilgrims and decide which ones we cherish today.	VA4. The student will view two filmstrips to obtain information.	VA4. Filmstrips SVE 1. "The First Settlers" 2. "The Pilgrims and The Puritans" Eyegate Series 3. "Colonial America".	VA4. Written information obtained from viewing filmstrips.
VA5. With the use of a map showing the 13 colonies, the student will devise a key showing - 1. Proprietary Colonies - Pennsylvania Maryland Delaware 2. Self-Governing Colonies - Connecticut Rhode Island	VA5. Outline map to be titled "Three Kinds of Colonial Governments" Information indicating the types of government and the names of the colonies may be put on the overhead projector or the chalkboard.	VA5. Outline map-Resource Center	VA5. Clarity and completeness of map.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
3. Royal Colonies - New Hampshire Massachusetts New York Virginia North Corolina South Carolina Georgia			
VA7. The student will read information describing the House of Burgesses and Mayflower Compact and will be able to discuss similarities and differences of each.	VA7. Textbook reading and oral discussion.	VA7. Textbook - This Is America's Story, Chapter 4. Textbook - Building The American Nation Chapters 8 & 9.	VA7. Oral discussion.
VA8. The student will be able to discuss the imbalance of trade that existed as part of the British mercantile policy.	VA8. Using the chalkboard, prepare a drawing of a balance scale. On each side of the scale, draw a rectangular box. Label one "Money from Exports" and the other "Money for Imports". Show the class the scale with the export box drawn larger than the import box. What will happen to the scale? Show the class imports and exports balanced. Then demonstrate imports larger than exports. Ask the class which position they think is best for a country. Explain that colonial trade became unbalanced, that the value of imports exceeded that of exports.	VA8. Chalkboard or overhead projector.	VA8. Discussion.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VA9. The student will be able to describe how British mercantilism affected the business activity in the colonies.	VA9. 1. The student will read about colonial trade and manufacturing. 2. The teacher will stress the following ideas: a. England wished to curb colonial manufacturing that might compete with her own industries. b. England wanted to keep other European countries from sharing in the colonial trade. 3. Students will role play a mercantile situation. One group will represent a colonial group that wants to know why they can not manufacture shoes in America. Other groups of students will represent American smugglers, businessmen and intellectuals who will be interviewed by the news media on their views of mercantilism. Be sure to include Tories as well as Patriots in the interviews.	VA9. Textbook - Exploring American History Chapter 9. Textbook - Building the American Nation Chapters 24 & 25. Textbook - This Is America's Story, Chapter 7.	VA9. Oral or written description.
VA10. The student will be able to list three British restrictions placed on the Colonists and three actions taken by the Colonists during 1761 - 1775.	VA10. 1. The student will read about the period 1761 - 1775. 2. The class will discuss the main events and points of British policy. 3. The student will list the main course of action taken by the Patriots against the British.	VA10. Textbook - Exploring American History, Chapters 9, 10, 11. Textbook - Building the American Nation, Chapters 24, 25, 26.	VA10. List of actions taken by the Patriots. Written reports. Presentation of skit.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
	4. The student will write two papers on the period 1761 - 1775. Both papers will be reactions to the British policy. One from the Patriot viewpoint and the other from the Loyalist viewpoint. 5. A group of students may choose to role play the skit "Prelude To a Party".	Textbook - This Is America's Story, Chapters 7 & 8. Skit - "Prelude To a Party" (Located in appendix).	
VA11. Using newspapers, magazines and other sources, the student will construct a large collage expressing American values today.	VA11. The collage should be displayed in the classroom and discussed.	VA11. Large posterboard and newspapers, magazines frunished by student.	VA11. Completeness of collage.
VA12. The student will ask friends to read local newspapers looking for articles about features of the American government today that have their roots in the colonial past.	VA12. These articles might include, for example, items dealing with the state legislature, or freedom of the press, etc. For each article there should be a written statement comparing the present-day American government with the colonial development to which it is related.	VA12. Articles to be furnished by the student. Student may need to obtain books from the library to complete assignment.	VA12. Information obtained from student research.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

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Objectives	Activities and Strategies	Materials	Evaluation
VA13. The student will report to the class on the "Blue Laws" that exist and give reasons for and against such laws today.	VA13. 1. The student will contact a village, town, or county official to find out existing "Blue Laws". 2. The student will inquire as to whether all the "Blue Laws" are enforced. 3. The class may choose to conduct a debate on one or several of these "Blue Laws".	VA13. Phone Directory. List of local government officials	VA13. Information gathered. 3. Evidence supporting position taken.
VA14. The student will compile a written report in which he will determine the difference between participating in the Boston Tea Party and a rioter in one of our major cities looting or burning a store.	VA14. The student will obtain information from the textbook on which to base his reasoning. The report should include restrictions placed on the colonists and reference to important colonial leaders as well as the Declaration of Independence.	VA14. Textbook - *This Is America's Story*, Chapter 6. *Building The American Nation*, Chapters 25, 26, 27. *Exploring American History*, Chapters, 9, 10, 11, 12, 13.	VA14. Amount of supportive information obtained.
VA15. The student will discuss the points of similarity between the British attempt to re-establish their authority of the colonies in 1776 and our own attempt today at trying to bring about a friendly democratic government in South Vietnam.	VA15. The student will obtain information from the textbook, filmstrips and current events in an attempt to compare aspects of the Revolutionary War to that of Vietnam. The student will use the following suggested headings to aid in his research and discussion:	VA15. Textbook - *This Is America's Story*, Chapters 8 & 9. *Exploring American History* Unit II, Chapters 10, 11, 12, 13, 14, 15, & 16.	VA15. Amount of information included in the discussion.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
	a. Distance b. Fighting conditions c. Other responsibilities of the major power. d. Serious divisions at home concerning the war.	Textbook - Building the American Nation, Chapters 25, 26, 27, 28, & 29.	
		Filmstrips - (To be obtained from the Learning Center).	
		American Heritage Sound Filmstrips Part 1 Eve of Revolt Part 2 Toward Independence Part 3 The Times That Try Men's Souls Part 4 Frontier Aflame Part 5 Independence Won.	
		Newspaper and magazine articles concerning Vietnam.	

V. a. 10.

PRELUDE TO A PARTY

Introduction: The following script is completely imaginary. It is based on material found in "The March of Democracy" by James Truslow Adams, and in "Lost Men of American History" by Stewart Holbrook. Samuel Adams is a controversial figure in American history. To some historians he is a hero; to others, a scoundrel. Probably, like so many men, he was a little of both. At any rate, there is quite general agreement that he played an important part in instigating the Revolution. We may owe Mrs. Adams an apology for our portrayal of her. Perhaps she was as enthusiastic in the cause as was her husband. Her feelings have not been widely recorded, however, so we have relied wholly on imagination in her portrayal.

Scene I
  Place Mr. Cory's shop in Boston
  Time Summer, 1773

Scene II
  Place Parlor of Sam Adams' home in Boston
  Time December 16, 1773

Characters
  Mr. Cory, shopowner
  Joseph, his assistant
 *Sam Adams
  Mr. Crockett, a Boston businessman
 *Mrs. Adams
 *Andrew MacIntosh
  Narrator

*Starred characters are real persons. Others are fictitious.

Production notes: Desirable props include: wooden cartons, dishes or similar sized objects wrapped in newspapers; a tray with cup , etc. Costumes can be suggested for the men by use of a few simple accessories. If possible, Mrs. Adams should wear an ankle-length dress with accessories resembling those of the period.

Scene I

Narrator (In front of curtain) It is the summer of 1773 in Boston, Massachusetts. In the shop of Mr. Cory a shipment of fine china from England is being unpacked.

(Narrator exits. As curtain rises Mr. Cory is unpacking china from a wooden box. He takes out individual pieces wrapped in newspapers and hands them to Joseph who lays them on the counter.

Cory: Handle these carefully, Joseph. We don't want to damage any as they are hard to get and we have customers waiting for them.

Joseph: It won't take long to sell this shipment out, will it, Sir?

Cory: As a matter of fact it was all sold before it even arrived.

(Sam Adams enters from right and stands watching. Mr. Cory sees him and straightens up)

Cory: Good day, Mr. Adams. May I help you?

Adams: I'm in no hurry. Go on with your unpacking.

Cory: It can wait. We will leave this for now, Joseph. You may go and sweep the storeroom.

Joseph: Yes, sir. (He exits at the left)

(Cory goes behind a counter or table and leans on it)

Cory: And now, Mr. Adams. May I serve you?

Adams: (Ignoring the question) Looks like you'd been getting a little stock in from England. (Gestures towards the cases)

Cory: Did you wish to make a purchase, Mr. Adams?

Adams: Not of English merchandise, Mr. Cory. Aren't you afraid of getting a tarring and feathering from the Liberty Boys?

Cory: I have broken no law and I shall not knuckle down to a gang of hoodlums.

Adams: I don't know that that is an apt description. Sir, I would consider them a group of patriotic citizens who are trying to help break the stranglehold which England has on the colonies.

Cory: It is strange how these citizens to whom you refer have so suddenly become interested in political affairs.

Adams: What do you mean by that?

(Phineas Crockett enters from right unobserved by either man, and stands inside entrance, leaning on his cane)

Cory: A short time ago these so-called citizens were just a bunch of waterfront toughs, disorganized and interested only in drinking and fighting. Now suddenly they have become organized as "patriotic citizens". Although I doubt that they have really changed very much.

Adams: They have undoubtedly become aware of the fact that the Colonists are in grave danger of losing their rights.

(Crockett shifts his position. Cory looks up, sees Crockett)

Cory: Oh, Mr. Crockett. Good morning, sir. I'll be at your service in a moment.

(Adams looks around. Sees Crockett)

Adams: Morning, Phineas.

Crockett: I'm surprised to see you here, Sam.

Adams: Why should you be?

Crockett: After hearing the latest dispatches from England I would have expected you to be in conference with some of your...er...associates.

Adams: I don't know what you're talking about. To what dispatches do you refer?

Crockett: Specifically, the one concerning tea.

Adams: Tea?...What about tea?

Crockett: You haven't heard then. It seems that the East India Tea Company is in financial difficulties and the Parliament has granted them a monopoly on all tea imported by the American colonies, with a three penny American tax to be paid. The Company is exempt however from all British assessments. According to the dispatch I saw, the Company is planning to peddle the tea through its own agents so independent merchants will be eliminated.

Adams: (Obviously upset) That's all very interesting, but it has nothing to do with me.

Cory: May I get your order, Mr. Adams?

Adams: I wanted some candles but I recalled just now that I have an appointment. I shall have to get them another time. Good day. (Starts for door at normal pace but goes faster and faster and rushes out)

Crockett: I thought that news would make him stew.

Cory: It's more ammunition for him, I'm afraid. He'll make great propaganda out of that news. His "hate England" campaign will flourish.

Crockett: I'm not so sure, Cory. It may boomerang. The merchants won't like the arrangement, of course, but for the common citizen it will mean getting his tea cheaper.

Cory: If that is true, Sam Adams will find some way of turning it to his advantage.

Crockett: Come now, Mr. Cory. Don't be so bitter. Aren't you in favor of Sam Adams' campaign to liberate the colonies from England?

Cory: Naturally I resent being dictated to by the crown, but it it any better to be coerced and controlled by Sam Adams' hired thugs...his "Liberty Boys"?

Crockett: Hush, Mr. Cory. We are not supposed to know that Mr. Samuel Adams has any connection with the Liberty Boys.

Cory: Hah! It's a poorly kept secret, Mr. Crockett, and I would have more respect for Mr. Adams if he would lead his hoodlums openly instead of trying to assume the role of innocent bystander.

Crockett: Evidently Sam considers any means justifiable so long as it helps achieve the desired end - independence for the colonies.

Cory: I wonder if he's as interested in freedom for the colonies as he is in power for Sam Adams.

Crockett: To give the devil his due I really think old Sam is sincere. Independence is an obsession with him.

Cory: It's difficult for me to believe that his motives are creditable. Look at his record. He's never done anything worthwhile in his life. Failed even as a counting room clerk, ran his father's brewery business into bankruptcy and when he wangled an appointment as tax collector five thousand pounds of the city's funds vanished into thin air. Now, when he's conniving with Andrew MacIntosh and his gang of thugs do you wonder that I question his motives?

Crockett: I'll concede that Sam hasn't much to his credit to date but I still maintain that if these colonies ever become free and independent much of the credit will belong to him.

Cory: Only history can prove who is right, sir. And now, is there something I can get for you?

Crockett: I believe you have an order of English china reserved for Mrs. Crockett.

Cory: Oh, yes. Right here. All wrapped for you. (Takes wrapped package and hands it to Crockett).

Crockett: Put it on my account, please. Good day, Cory.

Cory: Good day, Mr. Crockett.

(Crockett exits at right)

Cory: (Calls) All right, Joseph. Let's get back to work. (Cory starts again to unpack china as the curtain falls).

End of Scene I

Scene II

Narrator: Several months have elapsed since the scene in Mr. Cory's store. It is now the 16th of December, 1773 and Mr. Adams is at home with his wife.

(Narrator exits. Curtain rises. Mrs. Adams is sitting doing some embroidery. Sam Adams is pacing restlessly back and forth, looking at his watch every few seconds)

Elizabeth: I wish you'd sit down and calm yourself, Samuel. You're walking the floor like you had a toothache.

Samuel: That tea is worse than a toothache, Elizabeth. I won't be able to relax until I know that it's disposed of.

Elizabeth: I'll certainly be glad when that tea business is settled one way or another. I'm tired of hearing about it.

Samuel: It has to be settled soon for tomorrow is the deadline. Unless the tea is landed tomorrow it will be seized by the customs inspector - if it's still in port. And it won't be landed. I've made up my mind to that.

Elizabeth: I don't see why it would be so terrible if the tea were landed.

Samuel: (Stands still) If the tea is landed and the colonists pay the three-penny tax it will just be an opening wedge. Before long we'd be taxed on everyting we used.

Elizabeth: Some of my friends say we could buy our tea cheaper if it were permitted to land.

Samuel: Fine patriots your friends are.

Elizabeth: But my friends aren't interested in politics, Samuel. They're just housewives. All they want is to be able to buy food as cheaply as possible.

Samuel: And they're willing to knuckle down to the English on the chance of saving a few paltry pennies?

Elizabeth: (Lays down her work) What you don't seem to understand, Samuel, is that not everyone hates the English as you do. The women of the colonies don't care who governs them as long as there's peace, and work for their husbands, and no scarcity of food and clothing. That's what matters to them.

Samuel: They'll learn to hate England before I'm through. (Looks at his watch) Where in the devil is that MacIntosh? He should be here before now.

Elizabeth: Oh, Samuel...that horrible man isn't coming here again?

Samuel: What's wrong with Andrew MacIntosh?

Elizabeth: What's wrong with him? You know he's just...just a brutal thug.

Samuel: Only when it's necessary, Elizabeth. And anyway, he's important to my plans. (There is a knock at the door) At last!

Elizabeth: (Rises hurriedly) I'd better leave, Samuel.

Samuel: Very well, Elizabeth. You may prepare tea. But don't disturb us until I tell you.

(The knock is repeated. Elizabeth exits right. Samuel opens door at left. MacIntosh enters)

Samuel: It's about time. Don't you know I'm due at the mass meeting at Faneuil Hall in less than an hour.

MacIntosh: I was just making sure that the wharves was well guarded...just in case those redcoats go any ideas.

Samuel: Good! Good! And I want to be sure you understand what your instructions are for tonight...for you and your men.

MacIntosh: I know what this is all about, don't worry. I only got to find out what your signal is for the action to start.

Samuel: Sit down, MacIntosh. (They both sit. Samuel speaks confidentially) This is how it will be. I have a few speakers lined up to start things off. Then I'll address the crowd. I'll see that they get properly worked up, never fear. The rest is up to you.

MacIntosh: How do I know when to start?

Samuel: (Stands up) The signal will be when I say (Dramatically) "There is nothing else this meeting can do to save the country. The rest is up to you."

MacIntosh: That's when my boys go to work, huh?

Samuel: They know what to do?

MacIntosh: (Nods) Sure. Get the crowd to follow them to the wharves. It won't be hard. Some of the boys will be dressed like Indians so as to attract more attention.

Samuel: Splendid! When the ship's crew sees a big mob coming they won't try to put up a fight, I'm certain.

MacIntosh: My boys wouldn't mind too much if they did run into a little resistance. (Smacks his fist into the palm of his hand)

Samuel: The important thing, MacIntosh, is to make sure the tea is disposed of.

MacIntosh: Don't worry about that. The boys know what to do with the tea. (Points his thumb downward meaningfully)

Samuel: (Slaps MacIntosh on the back) Right, MacIntosh. We'll all sleep better when this night's work is done. (Calls) Elizabeth!

Elizabeth: (Appears in door) Yes, Samuel. I'm ready. (Disappears for a second or two and then returns carrying tea tray. She brings it in the parlor and sets it down on a table) Is everyting settled at last?

Samuel: Yes, Elizabeth. We've made all our plans for a tea party.

Elizabeth: A tea party?

Samuel: Of course. The biggest tea party on record, eh, MacIntosh?

MacIntosh: Yes, Sir, Mr. Adams. This'll be one tea party that will be remembered for a long, long time.

(The two men laugh noisily as Elizabeth pours tea)

Curtain

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VB1. The student will identify the strengths and weaknesses of the Articles of Confederation.	VB1a. The student will view a filmstrip explaining the strengths and weaknesses of the Articles of Confederation. The student will list the weaknesses and hypothesize alternate solutions.	VB1a. Filmstrip - "The Revolution" (Toward Independence) American Heritage Series The above filmstrip is located in the Learning Center.	VB1a. Listing of weaknesses of the Article's of Confederation along with alternate solutions.
	VB1b. A group of students may choose to refer to the textbook for information and have a debate. The debate will include problems that faced Continental Congress and possible alternative solutions. At the end of the debate, the class may act as Congress and vote on each issue.	VB1b. Textbook - Exploring American History, Chapter 13. Building The American Nation, Chapter 31. This Is America's Story, Chapter 11.	VB1b. Arguments chosen to defend position and alternative solutions.
VB2. The student will be given an imaginary situation in which he or she will be required to submit and outline for a plan of government. Included in the beginning of the outline will be an introductory statement expressing the student's view concerning the power of government.	VB2a. The student will imagine that his or her school is cut off from the rest of the world for a long period of time because of some terrible disaster. There is no way for anyone to leave or enter the school grounds. You have no way of knowing how long your isolation will last.		VB2a. Suitable plan of government that shows reason.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
	VB2b. Several students may choose to present their plans of government to a group for discussion. c. A group of students might ask several teachers and the principal to do the assignment.		
VB3. With the use of a skit which portrays a session of the Constitutional Convention the student will role play the disagreement that arose between New Jersey and Virginia concerning representation and demonstrate the outcome.	VB3. The student will be able to discuss the task of settling the dispute that arose between New Jersey and Virginia concerning representation.	VB3. Skit (To be found in the appendix.	VB3. Oral discussion.
VB4. The student will write two paragraphs describing the system of checks and balances of the federal Constitution. In a third paragraph the student will indicate why the men who wrote the Constitiution favored such a system.	VB4. The student will give examples of the system of checks and balances and explain the need for such a system.	VB4. Textbook - This Is America's Story, Chapt. 12. Exploring American History Unit III, Chapt.3	Vb4. Description of checks and balances and justification for such a system.
VB5. The student will imagine that he or she lived in 1787 and write a letter to a friend who wants to know about the planned federal Constitution. The student will choose two important aspects of the Constitution to wirte about.	VB5. Before writing the letter the student will choose two of the following topics: a. How democratic the Constitution is. b. The separation of powers in the national government. c. How federalism limits the national government. d. The amending process.	VB5. Textbook - This Is America's Story, Chapt. 11, 12. Exploring American History, Unit III. Chapters 1, 2, 3, 4, 5.	VB5. Clarity and content of the letter.

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Objectives	Activities and Strategies	Materials	Evaluation
VB6. The student will read a segment of his textbook to determine beliefs held by Alexander Hamilton and Thomas Jefferson. This information will then be used to develop a questionnaire that the student will use to poll parents and adults to see if they are followers of Hamilton or Jefferson.	VB6. The student will list beliefs of Hamilton and Jefferson and construct a questionnaire. Listed below is a sample set of questions: 1. Where is life better? 2. Who should vote on property taxes? 3. How do you feel about the cost of public education? 4. How closely should we follow the Constitution? 5. Who should go to school? 6. How do you feel about the President's power? 7. How do you feel about a strong federal government?	VB6. Textbooks- This Is America's Story, Chapter 12. Exploring American History, Unit III, Chapters 3, 4, & 5. Building the American Nation, Chapters 32, 33, & 34.	VB6. List of beliefs concerning Hamilton and Jefferson and completion of assignment.
VB7. The student will give two examples of compromise in the federal Constitution. The student will give two examples of the need today for compromise in the federal government, in their local governments, in their family and personal lives.	VB7. The student will refer to readings in the textbook, current events and personal experience.	VB7. Textbooks - This Is America's Story, Chapter 11. Exploring American History, Unit III, Chapter 2. Building the American Nation, Chapters, 32, & 33. Newspapers and magazine articles.	VB7. Completeness of assignment.

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Objectives	Activities and Strategies	Materials	Evaluation
VB8. The student will do assigned reading and write a two page report. Included in the report will be rights which protect the individual and why they are important.	VB8. The student will perform a reading assignment entitled "You and Your Government" and write a two page report. The student will include rights and their importance.	VB8. Reading selections for this activity are located in the appendix under the title of "You and Your Government".	VB8. Clarity and content of report.
VB9. The student will write a paragraph on the three branches of government set up by the Constitution and explain the function of each branch. Included in the paragraph should be examples of how each branch limits the power of the other two.	VB9. The teacher will draw a diagram such as a tree on the chalk board and explain the three branches of government. The teacher will then show how each branch limits the power of the other.	VB9. Chalkboard and chalk.	VB9. Clarity and content of paragraph.
VB10. The student will be able to compare the first Cabinet with the current one, and form a list of new positions added to help the President solve the more complex problems of modern society.	VB10. The student will locate information on Washington's Cabinet in the textbook. The student will be able to find the current Cabinet members listed in the World Almanac in the Learning Center. With both lists of Cabinet members, the student will see the complexity of government today.	VB10. Textbooks - This Is America's Story, Chapter 12. Exploring American History, Unit III, Chapter 6. Building the American Nation, Chapter 33. World Almanac.	VB10. Completed list of Cabinet members.

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Objectives	Activities and Strategies	Materials	Evaluation
VB11. Using the textbook and viewing a filmstrip, the student will write a one page report on the origin of the American two-party system. The student will conclude his report by commenting on whether or not he feels the two-party system serves as a useful vehicle for bringing about needed change.	VB11. Information will be obtained from the textbook and a filmstrip for a written report.	VB11. Textbooks - This Is America's Story, Chapter 12. Exploring American History, Unit III, Chapter 6. Building the American Nation, Chapter 34. Filmstrip - "Origins of the Two Party System". Eye Gate House.	VB11. Clarity and content of report.
VB12. After viewing two filmstrips, one in favor and one criticising the American political party system, a group of students will conduct a debate in order to point out the strengths and weaknesses of the two-party system.	VB12. A group of students will conduct a debate after viewing two filmstrips one in favor and one citicising the American two-party system.	VB12. Filmstrips - 1. "A Defense of the American Political Party System". Eye Gate House. 2. "A Criticism of the American Political Party System". Eye Gate House, Inc.	VB12. Facts supporting arguements favoring or criticising the two-party system.
VB13. The student will read a section of the textbook having to do with the War of 1812 and list at least three effects brought about by the war.	VB13. The student will read from the textbook and list effects brought about by the War of 1812.	VB13. Textbooks- This Is America's Story, Chapter 13. Exploring American History, Unit IV, Chapter 3. Building the American Nation, Chapter 40.	VB13. List of effects brought about by the War of 1812.

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Objectives	Activities and Strategies	Materials	Evaluation
VB14. A group of students will volunteer to arrange a bulletin board display entitled "Symbols of Freedom". Pictures chosen will help the student recall facts learned in the study of how Americans have aquired freedom.	VB14. The student will collect pictures and arrange a display for the bulletin board entitled "Symbols of Freedom". Pictures of the flag, liberty bell, George Washington, Declaration of Independence, Constitution etc. may be included.	VB14. Pictures brought in by students.	VB14. Attractiveness of selection of pictures that are appropriate to the title of the display.
VB15. The student will use the textbook to find out how the Northwest territory was governed. Using this information the student will prove to the class why the Northwest Ordinance became a model of government for other territories of the United States.	VB15a. The student will obtain information on the Northwest Ordinance and prove to the class that it was an excellent pattern for governing newly acquired territory.	VB15. Textbooks- This Is America's STory, Chapter 16. Exploring American History, Unit IV, Chapter 1. Building the American Nation, Chapter 31.	VB15a. Supportive information used in the discussion.
	b. The teacher may decide to have students make posters that encourage settlers to move to the Northwest Territory in order to obtain certain rights and priveleges.	Obtain construction paper and crayons from the Art Department.	B. Attractive poster with convincing information.
VB16. The student will read a section in the textbook on the Monroe Doctrine and be able to give reasons why it came about, its provisions and its effectiveness. The information obtained by the student will be compiled in a one page report.	VB16. The student will be assigned a textbook reading on the Monroe Doctrine to determine the following: 1. Why it came about. 2. Its provisions. 3. Its effectiveness. The information will then be used in writing a report to be handed in.	VB16. Textbooks - This Is America's Story, Chapter 13. Exploring American History, Unit IV, Chapter 4. Building the American Nation, Chapter 42.	VB16. Content of the report and writing skills.

Theme V Changing Role of Government - U.S. as a World Power 1900 - 1945

Generalization - The Government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VD1. The student will read from the textbook about problems that resulted from the growth of business and industry. The student will then be able to list four problems that resulted and explain the governmental regulations that came about.	VD1. The student will read from the textbook and list four problems brought about by the growth of business and industry. The student will then explain the action taken by government.	VD1. Textbooks - This is America's Story, Chapter 23. Building the American Nation, Chapters 75, 76, and 77. Exploring American History, Unit VI, Chapters 19, 11, 12, & 13.	VD1. Four problems listed along with completed explanation.
VD2. Using the textbook the student will read and list two problems involving farming. The student will then write a paragraph explaining how the farmer and government have dealt with these problems.	VD2. The student will use the textbook to identify two problems of farming and explain in writing how the farmer and government have tried to solve such problems.	VD2. Textbooks - This is America's Story, Chapter 24. Building the American Nation, Chapters 78, 79, 80, 81, 82. Exploring American History, Unit VI, Chapters 12 & 14.	VD2. LIst of problems and explanation based on fact.
VD3. The student will read from the textbook and listen to a talk by the teacher about the Progressive Movement. The student will be able to discuss the effect of the Progressive Movement on government and determine whether or not it was successful.	VD3. The student will do textbook reading and listen to a teacher talk about the Progressive Movement. The student will then discuss the Progressive Movement and determine whether or not it was successful.	VD3. Textbooks - This is America's Story, Chapters 23, 25, & 27. Building the American Nation, Chapters 85 & 86. Exploring American History, Unit VI, Chapters 11 & 13.	VD3. Oral discussion based on facts.

Theme V Changing Role of Government

Generalization - The government of a society is closely related to its values; enen so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VD4. Using a large wall map of the world,students will hypothesize as to the reasons why the U.S. wanted to build the Panama Canal. Students will then compare their reasons with those of classmates, teacher and textbook.	VD41. Using a large wall map of the world, students will hypothesize as to reasons for building the Panama Canal and compare reasons with classmates, teacher and textbook.	VD4. Textbooks - This Is America's Story, Chapter 29. Building the American Nation, Chapter 89. Exploring American History, Unit VII, Chapter 3.	VD4. Information will be based on logical reasoning.
	2. The students will list three acceptable reasons for building the Panama Canal.	Additional material can be found in the appendix.	
	3. The class will discuss whether Teddy Roosevelt treated Columbia fairly.		3. Oral discussion will be based on information obtained from textbook and teacher.
VD5. The student will view a filmstrip, read from the textbook and listen to a teacher talk about World War I. The student will then write a paragraph giving three reasons why the U.S. entered World War I on the side of the Allies and determine which reason was most important.	VD5. The student will view a filmstrip, read from the textbook and listen to a teacher talk about W. W. I. The student will write a paragraph including, three reasons why the U.S. entered the war on the side of the Allies and determine the most important reason.	VD5. Textbook - This is America's Story, Chapter 29. Building the American Nation, Chapter 90. Exploring American History, Unit VII, Chapters 7 & 8.	VD5. Clarity and supporting evidence for reasons.

Theme V Changing Role of Government

Generalization- The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VD6. The student will view a filmstrip and read from the textbook to obtain information needed to write a paragraph explaining how the League of Nations was designed to lessen the chance of war and why the U.S. failed to join the League.	VD6. The student will view a filmstrip and read from the textbook. The student will write a paragraph explaining how the League of Nations was designed to lessen the chance of war and why the U.S. didn't join.	VD6. Textbook - This is America's Story, Chapter 29. Building the American Nation, Chapter 93. Exploring American History, Unit VII, Chapter 8. Filmstrip - "World War I", McGraw-Hill.	VD6. Clarity and content of report.
VD7. The student will listen to talks by the teacher, read from the textbook and view a filmstrip to discover major happenings of the New Deal. The student will then be able to discuss briefly in a written statement an important reform measure that was passed in each of the following catagories: a. Conservation b. Housing c. Labor d. Agriculture.	VD7a. The student will listen to talks by the teacher, read from the textbook and view a filmstrip to find out events that took place during the New Deal. The student will then discuss an event that took place for each of the four catagories. b. A group of students may choose to compile a list of Acts passed during the New Deal that have had a lasting effect on the American people.	VD7. Textbooks - This is America's Story, Chapter 31. Building the American Nation, Chapters 100, 101, & 102. Exploring American History, Unit VI, Chapter 14. Filmstrip - "World War II", McGraw-Hill.	VD7. Accurate information obtained.

Theme V Changing Role of Government

Generalization - The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VD8. The student will read from the textbook, listen to a teacher talk, and view a filmstrip concerning U.S. involvement in World War II. The student will then be able to write a one-page rpeort commenting on each of the following: a. What was the U.S. policy at the start of World War II? b. Why did the attitude of the U.S. change? c. What help did the U.S. give countries fighting Axis Powers? d. What provisions did the U.S. make to resist attack? e. How did the U.S. become involved in World War II?	VD8. The student will read from the textbook, listen to a teacher talk, and view a filmstrip about U.S. involvement in World War II. The student will then write a one-page report explaining U.S. policy at the start of the war, how U.S. attitudes gradually changed, help given to Allies, steps taken to resist attack and how the U.S. became involved.	VD8. Textbooks - This is America's Story, Chapter 30. Building the American Nation, Chapter 103 & 104. Exploring American History, Unit VII, Chapters 10 & 11. Filmstrip - "World War II".	VD8. Clarity and content of report.

Theme V - Changing Role of Government

E. The U.S. as a Super Power (1946 - 1970)

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Rationale: The United States entered the Cold War determined to preserve its political way of life.

Objectives	Activities and Strategies	Materials	Evaluation
VE1. Through various readings, students will explore conditions in Europe at the end of World War II and show how the Marshall Plan aided the recovery of the Western European Nations.	VE1a Students will choose one of the materials listed and describe four problems facing Western Europe after World War II. b. Students will write a paragraph about the Marshall Plan and show how it helped solve one problem cited in (a).	VE1. Building the American Nation, Chapter 107. This is America's Story, pp. 533-549. Exploring American History, Unit 7, Chapter 14. Yesterday, Today, and Tomorrow, Chapter 15.	VE1a. Importance of problems selected in response. b. Clarity of paragraph.
VE2. Gathering information from readings and filmstrips, students will hypothesize as to the United States' fear of the spread of world-wide Communism and list U.S. methods to stop it.	VE2. After individual members have used one of the materials listed, class will discuss the following questions to form the hypothesis: Did the Truman Doctrine help to stop the spread of Communism? What proof do we have that it was effective? What concrete steps did America take to reinforce the ideas put forth in the Truman Doctrine?	VE2. Building the American Nation, Chapter 107. This is America's Story, Chapter 31. Exploring American History, Unit 7, Chapters 14 & 15. The Americans, maps pp. 465-466. Yesterday, Today, and Tomorrow, pp. 85-87. Filmstrip - "The Post-War Years", McGraw-Hill, A-47 405647	VE2. Teacher observation of participation in discussion; validity of examples given.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
		Eyegate Series Set 18 - "The U.S. in c Changing World."	
VE3. Students will be able to list the most important agencies of the United Nations and describe its organization.	VE3a. Students will read at least two of the sources listed. One group may prepare a chart showing the organization of the United Nations. They make a transparency of the chart to show on the overhead projector.	VE3a,b,c - Land of the Free, pp. 592. Exploring American History, Unit 7, Chapter 13. This is America's Story, pp. 633-634.	VE3a. Clarity and accuracy of chart or transparency.
	b. Another group may make copies of U.N. flags to show how many nations are represented. This could be made into a display for the flannel board.	b. felt, flannel board, construction paper, cloth, scissors.	b. Authenticity of flags; attractiveness of display.
	c. Students may hold a mock session of the United Nations, perhaps after watching one of the sessions on television.		c Evidence of research and knowledge of U.N. organizations and functions.
VE4. At conclusion of VE3, students will hypothesize as to whether the U.N. has been successful in handling world problems.	VE4. Students will read editorials pro and con work of the United Nations in order to make hypothesis.	VE4. Editorial, "Expensive U.N. a Failure" by Jim Bishop and "The U.N. Plods Along, Doing Indispensable Duty" by Dean Rusk.	VE4. Use of logical arguments to support position.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VE5. After gathering information on both conflicts, students will contrast the Korean War and the War in Vietnam in regard to: locale causes issues involved leaders resolution.	VE5a. Students may make a large wall map of Asia, drawing in areas of North and South Korea and North and South Vietnam. Important rivers, cities and dividing parallels should be located.	VE5a. Land of the Free, p. 595. Yesterday, Today, and Tomorrow, pp. 92 - 94. pp. 98 - 101.	VE5a. Accuracy of map; correct use of symbols.
	b. Students make individual maps for notebooks containing information as in VE5a.	VE5b. Outline maps of Asia to be ordered in advance from Resource Center.	b. Accuracy and neatness of maps.
	c. Students may prepare a written report on opposition in U.S. to both conflicts.	c. Periodicals from Learning Center, if available to supplement books.	c. Clarity and organization of report.
	d. Students may make a chart with appropriate headings for each conflict and show similarities and differences.	d. Texts under (a).	d. Clarity and neatness of chart.
VE6. In an effort to assess American leadership during the Cold War, students will choose one of the Presidents involved for an in-depth study.	VE6. Each student will choose one of the American Presidents during the Cold War. By means of a poster, a series of drawings, an oral or a written report, the student will share his research with the rest of the class.	VE6. Learning Center materials on: President Truman President Eisenhower President Kennedy President Johnson President Nixon Yesterday, Today and Tomorrow, pp. 55-69.	VE6. Thoroughness of research and clarity of presentation.

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Objectives	Activities and Strategies	Materials	Evaluation
VE7. Students will choose one explosive situation of the many during the Cold War and show how it has affected the lives of the American people.	VE7. Each student will choose one of the following and report in oral or written form: Spread of Communism to the Satellite Nations Berlin Crisis Cuban Missile Crisis 1967 War between Egypt and Isreal Development and possible limitations of nuclear weapons Alliances among Western and Communist Countries Spread of Communism to mainland China.	VE7. This is America's Story, 640 - 648. Land of the Free, Chapter 31. Yesterday, Today, and Tomorrow, pp. 95 - 101.	VE7. Use of cause and effect in drawing conclusions.
VE8. Students will explain why the U.S. Government supported the Civil Rights movement of the 1960's.	VE8. Using the inquiry method, students will discuss the following questions: Why did the U.S. Government support and encourage basic rights for a minority group? Why did some people resist this movement? How was the Civil Rights movement successful? Sudents will be give a written assignment on the topic. "How did all Americans benefit from the Civil Rights Movement?"	VE8. Building the American Nation, Chapters 112, 113, & 114. This is America's Story, Chapter 32. Exploring American History, Unit 8, Chapter 1. Filmstrip - "Negroes I & II" , Warren Schloat - Kit 37.	VE8. Completeness of written assignment; evidence of logical thinking.

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Objectives	Activities and Strategies	Materials	Evaluation
VE9. In summarizing the functions of government, students will explore the problems facing the government on the environmental issue.	VE9. Students will list on paper as many reasons as they can why the government finds it difficult to come to grips with the problems generated by pollution. The students will then bread up into groups of 3 and form a 30 year plan for the government that will reduce pollution in the U.S. to an acceptable level. Concrete steps must be put down in the plan. The plan will be brought back and the highlights will be presented to the class. The class will then offer constructive criticism on them.		VE9. Originality and feasibility of plan.

V - B - 3 AN INCIDENT OF THE CONSTITUTIONAL CONVENTION

The following scene is based on actual transcript of the Constitutional Convention. It can be used in a variety of ways. If the school has access to a radio broadcasting system, the script can be used as written for actual broadcasting purposes. Or the scene can be presented as a mock radio broadcast, that is, as though the audience were in a studio watching the radio broadcast of a dramatization of the scene. It can also be presented as a television broadcast in process. By omitting the radio announcer's lines, the script can be used for a straight dramatization before an audience or the entire class could represent a meeting of the Constitutional Convention, with selected students taking the chief parts. Finally, the script as written, or as a straight dramatization, could be recorded and thus made available to all history classes in the school. Students may think of other ways in which the script could be presented. Using this script as a sample, students could prepare other scenes from the Constitutional Convention for dramatization.

Time: 1787

Scene: Constitutional Convention, Philadelphia

Characters: Radio Announcer
*Dr. Benjamin Franklin, Delegate from Pennsylvania
*Mr. James Wilson, Delegate from Pennsylvania
*Mr. Nathaniel Gorham of Massachusetts, Acting Chairman
*Mr. Edmund Randolph, Delegate from Virginia
*Mr. James Madison, Delegate from Virginia
*Mr. George Read, Delegate from Delaware
*Mr. William Paterson, Delegate from New Jersey
*Mr. Jonathan Dayton, Delegate from New Jersey.
*Starred characters are real, others are fictitious.

Constitutional Convention

Announcer: Good morning, ladies and gentlemen. This is ____________ speaking to you from Philadelphia where the Constitutional Convention is now being held. This convention has already been in session about three weeks and it looks as though we are going to be here for a long time yet.

Todays session will not start for a few minutes and only a few of the delegates have arrived. While we are waiting for the proceeding to get under way, I might tell you a few facts about the Hall from which I am now broadcasting. It is not a very large hall, probably about fifty feet square, but some very important events have taken place here. As you may know, it was here that the Second Continental Congress met and it was in this very room that the Declaration of Independence was signed. What a memorable occasion that was! (Muffled tones of a bell are heard) Did you hear that bell? That, ladies and gentlemen, was the one and only Liberty Bell. Think of it, the bell that 'proclaimed Liberty throughout all the land' hangs right here in the tower of Independence Hall.

The hall is filling up rapidly now and it's almost time for the session to begin. There's James Madison chatting with Alexander Hamilton, both prominent in the proceedings here. (Loud applause) What's this? What's this? Someone important must be coming in. Just a minute and I'll tell you who it is. Oh, yes, George Washington! George Washington has arrived, ladies and gentlemen. You probably know that he was unanimously elected as Presiding Officer of this convention but he has turned the chair over to Mr. Gorham of Massachusetts, who will preside over the meeting today.

(More applause) And there's Dr. Franklin. Dr. Benjamin Franklin, one of the most popular figures of the entire convention, and what a remarkable man he is! Eighty-one years old and still on the outstanding men of the nation. Dr. Franklin seems to be suffering from some indisposition, for he is leaning heavily on a cane, but you may be sure, ladies and gentlemen, that his mind is still as keen as it was twelve years ago when he played such an important part in the drawing up of the Articles of Confederation.

(Sound of gavel off stage) There goes the gavel, folks. The meeting is just about to come to order. While the roll is being called, I'll tell you something about what has already taken place at this convention. (As the announcer talks, the chairman's voice can be heard in the background calling the roll of the states. One delegate answers "Here" for each

(Continued) state that is represented.) The purpose of this convention is to formulate a consitution upon which to base the government of the United States of America.

So far, the delegates have agreed that the legislative branch of our government shall consist of two division, the upper House to be known as the Senate and the lower House to be known as the House of Representatives. But they haven't been able to agree on how the States shall be represented. That is probably the question that will be taken up in today's session. But business is getting under way. The roll has been called and eleven states are represented: Connecticut, New York, New Jersey, Maryland, Delaware, Massachusetts, Pennsylvania, Virginia, North Carolina,South Carolina and Georgia. The Meeting has been called to order and someone is getting ready to speak. It's Mr. Randolph of Virginia. I'll switch over to another microphone so you can all hear what he has to say.

Randolph: Mr. Speaker, I move that we put to a vote the second resolution of the Virginia plan, which reads as follows: "Resolved: that the rights of suffrage in the National Legislature ought to be proportioned according to the number of inhabitants of a state." (There is a mixed chorus of "Aye's" and "No's". The speaker raps his gavel and his voice is heard faintly. "The chair recognizes Mr. Madison, the delegate from Virginia.")

Announcer: There seems to be some dissension about Mr. Randolph's plan and now Mr. Madison of Virginia is taking the floor. Here he is.

Madison: Mr. President, may I present the following resolution in the place of the resolution just offered by Mr. Randolph, "Resolved that the equality of suffrage established by the Articles of Confederation ought not to prevail in the National Legislature; and that an equitable ratio of representation ought to be substituted?" (Loud Voice) "Mr. Speaker! Mr. Speaker!"

Announcer: That's Mr. Read, and he seems to be plenty excited. Let's listen to what he has on his mind.

Speaker: The gentleman from Delaware has the floor.

Read: Mr. Speaker, the Articles of Confederation stipulate that representation in a central government shall be on a basis of equality - this is, each state shall have an equal number of votes. As a delegate from Delaware, I am restrained by my instructions from assenting to any change of the rule of

Read: (Continued) suffrage, and in case such a change should be fixed on, it might become the duty of the Delaware delegates to retire from the Convention. (Some applause)

Mr. Paterson: Mr. Speaker!

Speaker: The chair now recognizes Mr. Paterson, delegate from New Jersey.

Announcer: Here's another defender of equal representation.

Paterson: Mr. Speaker, if the large states are given an influence in proportion to their magnitutde what will be the consequences? Their ambitions will be proportionately increased and the small states will have everything to fear. It has been hinted that the large states will confederate among themselves if the others fail to concur. Let them unite if they please, but let them remember that they have no authority to compel the others to unite. New Jersey will never be swallowed up. As for me, I would rather submit to a monarch, to a despot, than to such a fate. I will not only oppose the plan here but on my return home, I will do everything in my power to defeat it there. (Mingled cheers and boos)

Speaker: (Rapping his gavel) Order! Order!

(Several voices at the same time) "Mr. Speaker! Mr. Speaker!"

Announcer: What a turmoil! These delegates are almost standing on their heads! But listen, James Wilson of Pennsylvania is taking the floor. He's one of the leading lawyers of Philadelphia and should be worth hearing. Here he is!

Wilson: Mr. Speaker, if the small states will not confederate on the plan that has been proposed, Pennsylvania, and, I presume, some other states, will not confederate on any other. We have been told that since each State is sovereign, all are equal. So each man is naturally a sovereign over himself, and all men are therefore naturally equal. But can a man retain this equality when he becomes a member of the Civil Government? He cannot! As little as can a Sovereign State, when it becomes a member of a Federal Government. If New Jersey will not part with her sovereignty it is vain to talk of government. (Some cheers and applause)

Announcer: Just a minute, folks, something out of the ordinary seems to be going on here. The delegates from some of the smaller states have gone into a huddle. They're talking something over and they're quite excited. I have a feeling something

(Continued) is going to happen. What it well be is anyone's guess. Perhaps they have decided to accept the resolution. But no, there's no compromise on the faces of those men. I'll wager they are going to spring a surprise. We'll soon know, at any rate, for they have appointed a spokesman. Just a minute now and I'll tell you who it is. (Louder) It's young Jonathan Dayton from New Jersey. He's the youngest delegate present, by the way, only twenty-seven years old, and here he is.

Dayton: Mr. Speaker, I have been asked to make the following announcement on the part of the delegates to this convention from Connecticut, Delaware and New Jersey. If the resolution now before the house is not dropped, and the smaller states put upon an equal footing with the largest states, we will secede from this Convention. And when we return to our consitituents, we will inform them that no compact could be formed with the large states, but one which would sacrifice our sovereignty and independence.

(There is a loud uproar with some yelling "traitors" some cheering, some booing, and many yelling "Mr. Speaker!" All the time, the Speaker is banging his gavel.)

Wilson: Gentlemen! Gentlemen!

Announcer: There's Mr. Wilson trying to get the floor again. I'll let you hear what he has to say.

Wilson: May I be recognized, Mr. Speaker?

Speaker: The Chair recognizes the gentleman from Pennsylvania.

Wilson: Gentlemen, will you abandon a country to which you are bound by so many strong and enduring ties? Should the event happen, it will neither stagger my sentiments nor my duty. If the minority of the people refuse to cooperate with the majority on just and proper principles, if a separation must take place, it could never happen on better grounds. (More cheers, some applause, and some calls of "I object".)

Announcer: What excitement! Just listen to that yelling! It looks as though there were going to be a deadlock. But wait! (Loud and excited) Dr. Franklin is standing up. Dr. Benjamin Franklin is trying to get the floor.

Speaker: (Speaker pounds gavel) Gentlemen, please! Silence, I beg you. The Chair recognizes Dr. Franklin of Pennsylvania. (Hubbub dies slowly away and there is quiet for a moment, followed by loud cheering and applause)

Constitutional Convention

Announcer: Dr. Franklin has had a little difficulty in getting to his feet but he is ready to speak now.

Franklin: Mr. Speaker, we have arrived at a very momentous and interesting crisis in our deliberations. Hitherto our views have been as harmonious, and our progress as great as could reasonably have been expected. But now an unlooked for and formidable obstacle is thrown in our way, which threatens to arrest our course, and, if not skillfully removed to destroy all our fond hopes for the formation of a Constitution.

The stand which has been taken by the delegates of the smallest states was as unexpected by me, and as repugnant to my feelings, as it can be to any other member of this Convention. After what I thought a full and impartial investigation of the subject I decided to cast my vote on the affirmative side of the question, and I have not yet heard anything which induces me to change my opinion. But I will not, therefore, conclude that it is impossible for me to be wrong.

I will not say that these gentlemen who differ from me are under a delusion, much less will I charge them with an intention of needlessly embarrassing our deliberations. For my own part, there is nothing I so much dread, as the failure to devise and establish some efficient and equal form of government for our infant republic. The present effort has been made under the happiest auspices, and has promised the most favorable results; but should this effort prove vain, it will be long ere another can be made with any prospect of success. Our strength and our prosperity will depend on our unity; and the secession of even the smallest state, would, in my mind, paralyze and render useless, any plan which the majority could devise.

It is, however, to be feared that the members of this Convention are not in a temper, at this moment, to approach the subject in which we differ in this spirit. I would, therefore, propose, Mr. Speaker, that, without proceeding further in this business at this time, the Convention shall adjourn for three days in order to let the present ferment pass off, and to afford time for a more free, full and dispassionate investigation of the subject; and I would earnestly recommend to the members of this Convention, that they spend the time of this recess, not in associating with their own party, and devising new arguments to fortify themselves in their old opinions, but that they mix witn members of opposite sentiments, lend a patient ear to their reasoning, and candidly allow them all the weight to which they may be entitled; and when we assemble again, I hope it will be with a determination to form a Constitution, if not such a one as we can individually, and in and in all respects approve, yet the best, which, under existing circumstances can be obtained. (Loud cheers and applause)

Announcer: What a sight this is, ladies and gentlemen! Every delegate is standing on his feet, cheering that grand old gentleman! And you should see George Washington -- what a smile! He hasn't looked so pleased since this convention opened. (applause dies down) They're going to act now on Dr. Franklin's suggestion. There is no doubt but what it will be approved.

Voice: Mr. Speaker, I move that this convention be adjourned for three days in accordance with the suggestion of Dr. Franklin.

2nd Voice: I second the motion.

Speaker: It has been moved and seconded that this convention be adjourned for three days. All those in favor of the motion will please signify their approval by saying "Aye". (Roar of "ayes")

Opposed? (Silence) I declare the Convention adjourned for three days. (Applause and cheers. Sound of many voices in background)

Announcer: That's all there is for today. The delegates are talking things over before they leave, but they are working their way towards the door and in a few minutes, the hall will be empty. Dr. Franklin and Mr. Washington are shaking hands and discussing something very seriously. I wish I could let you in on their little talk but I'm sorry we couldn't bring you a longer broadcast today but we will be back when the Convention reassembles in three days. Perhaps by that time the two factions of this Convention will have agreed on some basis of representation. If so, it can truthfully be said that Dr. Benjamin Franklin saved the Convention from collapse. We'll find out soon. Until the next session opens then, this is ________________ saying, good afternoon. We return you now to your local station.

CURTAIN

Theme V: Changing Role of Government

B - The U.S. as an Emerging Nation - 1783 - 1860

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VB17. The student will view a filmstrip on the movement West by settlers and list five examples showing how the spirit of democracy grew as settlers moved into new territory.	VB17. The student will view a filmstrip on the Westward movement and list examples of democracy that grew out of this movement.	VB17. Filmstrip-West and Growth of Democracy McGraw-Hill Book Co. Teacher should also check Eye Gate Series for similar filmstrip. (Filmstrips are located in the Learning Center).	VB17. Examples of democracy that grew out of settlement.
VB18. The student will be required to do assigned reading in the textbook on territorial expansion and will be able to write a brief statement explaining the significance for each topic listed below. a. Manifest Destiny b. Louisiana Purchase c. Lone Star Republic d. Fifty-four Forty or Fight e. Remember the Alamo	VB18. The student will be assigned reading in order to furnish information needed to write about each topic. The teacher should check the appendix for additional materials that may be used for teaching territorial expansion.	VB18. Textbooks-This Is America's Story, Chapters 18 and 21. Exploring American History, Unit IV. Chapters 2, 7, 8, 9, 10, 11, 12, and 13. Building the American Nation, Chapter 36, 59, 60, 61, 62, and 63.	VB18. Information explaining the importance of each topic.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
f. The Gold Rush g. Mormons h. The Gadsen Purchase i. Bear Flag Republic			
VB19. The student will view a filmstrip showing changes that occurred between 1800 and 1850. Upon completion the student will choose five changes to write about by telling whether the change helped to unite the nation or bring about sectionalism.	VB19. After viewing the filmstrip and listing the changes the student will write about each explaining whether it helped to unite the na;tion or bring about sectionalism.	VB19. Filmstrip-Social Change and Controversy McGraw-Hill Book Company. Filmstrip is located in the Learning Center.	VB19. Explaination of each change choosen.
VB20. The student read about the Compromise of 1850 in the textbook and list its provisions. The student will then hypothesize as to why it failed to settle the question of slavery forever.	VB20. The student will obtain information from the textbook about the Compromis and hypothesize why it failed.	VB20. Textbooks-This Is America's Story, Chapter 19. Exploring American History, Unit V. Chapter 6. Building the American Nation, Chapter 62.	VB20. Supportive evidence of why it failed.
VB21. The student will listen to a recording explaining how the U.S. dealt with the American Indian during the 1800's. The student will then write a one page report on how he feels the Indians were treated during the 1800's and how he feels they are treated today.	VB21. The student will listen to a recording explaining the treatment of Indians during the 1800's. The student will then express his or her feelings of how Indians have been treated during the past and present.	VB21. Recording-Helen Hunt Jackson Fights For the Rights of American Indians Wilson Corporation The recording is located in the Learning Center.	VB21. Information supporting views.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
		Newspaper and magazine articles dealing with the American Indian today.	
VB22. The student will obtain information from reading a selection in the textbook ang give a written explanation of how each topic listed below helped to widen the gap between the North and the South. a. Kansas-Nebraska Act b. Violence in Kansas c. Dred Scott decision d. Division in Congress over the extension of slavery into the territories e. John Brown's raid f. The election of 1860.	VB22. The student will be assigned reading in the textbook and show how each topic hindered the relationship between the North and the South.	VB22. Textbook - This Is America's Story, Chapter 19. Exploring American History Unit V., Chapt. 6. Building the American Nation, Chapter 64.	VB22. Clarity and reasoning.

Theme V. Changing Role of Government - Growth of Capitalistic Society 1860 - 1900.

Generalizaton - The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VC1. The student will be assigned reading in the textbook and be able to discuss orally views of the North, South, and West on each issue listed below; a. a national bank b internal improvement c. cheap western land d protective tariff e slavery.	VC1. The student will be assigned reading in the textbook and be required to discuss orally the views of the North, South and West on each issue.	VC1. Textbook - This Is America's Story, Chapter 19. Exploring American History Unit V, Chapters 2, 3, and 4. Building the American Nation, Chapter 62, 63, and 64.	VC1. Discussion of information obtained from reading.
VC2. The student will look at a geographical map of the U.S. and be able to write a paragraph explaining how geography influenced the economic development and political ideas of the North and South.	VC2. The teacher will have available a geographic map of the U.S. for student reference. The student will use the map to find out how geography influenced economic development and political ideas of the North and South.	VC2. Geographic map of the U.S.	VC2. Ideas expressed in written report.
VC3. The student with the help of reading from the textbook will be able to list reasons why the U.S. government did not wish to let the South leave the Union.	VC3. The student will read from the textbook and be able to list reasons why the U.S. government did not wish to lose Southern States. The above activity can also be accomplished by using a filmstrip.	VC3. Textbooks- This Is America's Story, chapters 19 & 20. Exploring American History, Unit 5, Chapters 5, 6, 7, 8, & 9.	VC3. List of logical reasons.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
		Textbook - Building the American Nation, Chapters 66, 67, 68, 69. Filmstrip - "Civil War and Reconstruction", McGraw-Hill. Filmstrip is located in the Learning Center	
VC4. The student will read from the textbook and view a filmstrip in order to write a report comparing the President's plan for reconstruction with that of the Congress.	VC4a. The student will read from the textbook to obtain information needed to write a paragraph comparing the two plans of reconstruction.	VC4. Textbooks - This Is America's Story, Chapter 20. Exploring American History Unit V, Chapter 10. Building the American Nation, Chapter 71 & 72.	VC4a. Clarity and content.
	b. The student will write a paper suggesting steps that the nation should have taken after the war to have the United States become one nation again.		b. Clarity and logic.
VC5. The student will view a filmstrip on how the U.S. became a world power. The student then identify ten factors and write about how each contributed toward the U.S. becoming a world power.	VC5. The student will view the filmstrip showing how the U.S. became a world power, list ten factors and determine how they contributed.	VC5. Filmstrip - The U.S. Becomes a World Power, McGraw-Hill Book Co. Filmstrip is located in the Learning Center.	VC5. Completeness and accuracy.

Generalization: The government of a society is closely related to its values; even so, no government can satisfy all groups all the time.

Objectives	Activities and Strategies	Materials	Evaluation
VC6. The student will read textbook materials dealing with foreign policy during the period 1860 - 1900, to determine how we acquired foreign lands. The student will choose any two U.S. possessions today and provide a written explanation on how they were obtained, why they are valuable to us and hypothesize what might have happened if they were owned by an aggressor nation.	VC6. The student will obtain information using the textbook on how we have acquired possessions, two possessions of the U.S. today will be chosen and the student will explain by what means they were acquired, their value to us and hypothesize what might have happened if they were owned by an aggressor.	VC6. Textbooks- This Is America's Story, Chapters 28, 29. Exploring American History, Unit VI, Chapters 1 & 2. Building the American Nation, Chapters 83 & 84.	VC6. Accurate information and reasoning.
VC7. The student will view a filmstrip, read the textbook and listen to teacher discussion on the government's policy favoring industrialization. The student will write a one-apge report either favoring or criticising the government's role and explain why.	VC7. The student will view a filmstrip, read the textbook and listen to the teacher discuss how the government in the past has favored industrialization. The student will write a report either in favor or criticising government's position and explain why.	VC7. Textbooks- This Is America's Story, Chapters 22, 23, & 25. Exploring American History, Unit VI. Chapters 2, 7, 9, 10 & 11. Building the American Nation, Chapters 75, 76, 77, 78, 79, 81, & 82. Filmstrip - "Emergence of Industrial America", McGraw-Hill. To be located in Learning Center.	VC7. Clarity and reasoning.

VB18 Name ______________________________

Social Studies Period ______________ Date ______________

TEST - UNIT IV - WESTWARD MOVEMENT

I. From the list of terms given below, choose the letter of the answer to each question and then write the letter in the blank at tne left.

______1. What natural feature of the United States was considered a barrier to western settlement?

______2. What state was formed from the Northwest Territory?

______3. What country shared the rule of the Oregon Territory with the United States for a number of years?

______4. What territory was known as the Lone Star Republic?

______5. What law stated exactly how new territories were to be added to the United States?

______6. What state was formed from the Old Southwest?

______7. What territory was sold to the United States by France in 1803?

______8. What was the last territory to be added to the United States?

______9. In what state was gold discovered?

______10. What waterway in New York State was used by settlers moving West?

A. Mississippi B. Northwest Ordinance C. Texas

D. Erie Canal E. California F. Appalachian Mts.

G. England H. Louisiana I. Indiana J. Gadsden Purchase

II. On the line at the left of each item in the first column, write the letter of the item in the second column which matches it.

_____1. Was both the President of his country and the general of its army

_____2. Purchased the Louisiana Territory for the United States

_____3. Captured two Spanish forts and paved the way for adding Florida to the United States

_____4. His campaign slogan was "54 40 or fight!"

_____5. Defeated the Mexican army at San Jacinto by a surprise attack

A. James K. Polk

B. Sam Houston

C. Santa Anna

D. Henry Clay

E. Andrew Jackson

F. Thomas Jefferson

III. If the statement is true, write true in front of the statement. If it is not true, write false in front of it.

_________1. The Mormons were a religious group who went west under the leadership of John Astor.

_________2. The majority of the people who first went west were trappers and their families.

_________3. After the battle of the Alamo, the Texans were more determined than ever to win independence from Mexico.

_________4. The Mexican War was a result of the disputed land claimed by both Mexico and Texas near the Columbia River.

_________5. In the Northwest Territory, before an area could apply for statehood, it had to have a population of a least 5,000 people.

_________6. Thomas Jefferson sent Lewis and Clark to explore the Louisiana Territory.

_________7. Dr. Marcus Whitman was a brave missionary who worked with the Indians of the Northwest.

_________8. Polygamy means having only one wife.

_________9. When an army captures the capital of the enemy, it usually means that the war is over.

________10. Prisoners of war are usually put to death by the army which captures them.

IV. Matching:

____1. an enemy or threat to existence	A. Game Biologist
____2. the idea that it was the fate of the United States to own all the land from the Atlantic to the Pacific	B. Executive Department
	C. Predator
____3. adding a new territory to a nation	D. Gadsden Purchase
____4. one who makes a study of an endangered species of wildlife.	E. Annexation
	F. Manifest Destiny
____5. land bought from Mexico so a railroad could be built	

V. On the line following each of the questions below, write a brief answer to the question.

1. Give one reason why the United States refused to add Texas to the Union when it first became independent?

____

2. Why did Sam Houston not kill Santa Anna when he captured him at San Jacinto?

____

3. Why did Santa Anna kill the last remaining defenders of the Alamo?

____

____

4. Why did President Polk decide to fight Mexico instead of England in 1846?

____

____

5. Why would Mexico have been wise to sell California to the United States when we offered to buy it?

____

____

VI. Map question. Please follow directions in doing the map question on the following page.

Listed below are several arguments in favor of going to war with Mexico in 1846 and several arguments against doing so. Pretend that you are a member of Congress in 1846 and must vote for or against the war with Mexico which President Polk has asked Congress to declare. In the space below, copy the arguments you would use in making up your mind. Add any additional arguments you can think of.

Arguments:

1. The United States is destined to expand from the Atlantic to the Pacific.
2. Not many Mexicans have settled on the land, so the United States might as well use it.
3. Mexico threatened to go to war if the United States added Texas to the Union, but the United States annexed Texas a short time ago.
4. The United States is so much stronger than Mexico that a war would be very unfair.
5. We have already taken a great deal of land (Texas) away from Mexico, and it wouldn't be right to take more.
6. "American blood has been shed on American soil." (between the Rio Grande and the Nueces Rivers.)
7. We tried to buy the land, but Mexico stubbornly refuses to sell it.
8. A weak nation should not have to give up its land to a stronger nation.
9. That new Congressman from Illinois, Abraham Lincoln, is against the war.
10. This is a good chance to make Santa Anna pay for the men he had killed at the Alamo and at Goliad.

VB18 Name ____

Social Studies 8 Period ____________________ Date ________________

PRE- TEST - TERRITORIAL EXPANSION

1. Name the boundaries of the United States in 1783.

North ____

South ____

East ____

West ____

2. What government drew up the Ordinance of 1787? ________________

3. List the three main provisions of the Northwest Ordinance.

a. ____

____

b. ____

____

c. ____

____

4. Name three extra benefits given to the states in the Northwest Territories?

a. ____

b. ____

c. ____

5. Name the states in the Northwest Territory: ________________,

________________, ________________, ________________,

________________.

6. Name the states of the Old Southwest: ________________, ________________,

________________, ________________.

7. What American President purchased the Louisiana Territory?

____

8. Give the boundaries of the Louisiana Territory: ________________________
____

9. From what country did the United States acquire Florida? ______________
Texas? ____________________ California? ________________________
Oregon? ____________________

10. Why did the United States make the Gadsden Purchase in 1853? ________
____

11. Accurately label the following map, by printing the name of each territory acquired by the United States after 1787.

VB18.

Name ______________________________

Period ______________ Date __________

WORKSHEET/RECORD THE NORTHWEST ORDINANCE (1787)

1. What natural feature in eastern United States was considered a natural boundary between the eastern settlers and the Indians?

____

2. As the ______________ grew, so did the problems of organizing and governing these lands.

3. What were the houses made of in the Northwest Territory and why were they made of this materials?

____

4. The eastern states turned their western land claims to the __________

____

5. What were two major problems which had to be decided, concerning this new territory?

1. ____

2. ____

6. The Land Ordinance of 1785 provided rules on how the land should be surveyed in the

______________________________________.

7. The Land Ordinance said that the land should be divided into __________ sections, each section consisting of ____________ acres. A ________ would consist of 36 sections.

8. The Land Ordinance also set aside 1 section of land in each township to provide money for a ______________, which was to be free to ____

______________________________.

9. What was the purpose of selling the land instead of giving it away?

____

10. The land was sold by ____________________ it, and giving it to the highest ____________________.

11. Why did land companies form? ______________________________

____

12. In 1787 the ______________________________ provided a government for this territory.

13. Describe briefly the two stages that a district had to go through before it could apply for statehood:

1. ______________________________

2. ______________________________

14. The principles of the rights set forth could only be changed by the consent of the ______________________________.

15. The government of the Northwest Territory provided for: freedom of ______________, trial by ______________, and said that no man shall be deprived of liberty or their right to own ______________

FILMSTRIP/TAPE B-1 WINNING THE NORTHWEST

Fill in the correct answers in each of the following statements.

1. Fort ____________ was the center of all trade in the Oregon Country.

2. The majority of people who first came to the Oregon territory were ______________ and their families.

3. Dr. Whitman and Henry Spaulding were ______________________.

4. The missionaries started a mission at Walla Walla, near the ____________ ____________ River, and worked among the ______________________.

5. In 1847 __________ killed many Indians in Oregon. Dr. Whitman tried treating them but some of them still died and led the Indians to ______________________________.

6. The Oregon Trail, first used in the year ____________ was built in part by the ______________________.

7. The Oregon Trail halped to open the ______________, going westward and northward from ________________, Missouri for a distance of ____________ miles.

8. Why did many people in the East become interested in the rich land of Oregon? ____.

9. Families traveling westward were given free grants of ____________ encourageing people to go westward.

10. Many of the pioneers going westward killed the buffalo which made the ________________ hostile to them.

11. By the __________________ treaty both the English and the Americans had the right to settle Oregon.

12. The Americans, a strong force in Oregon as a result of the westward migration, in Oregon wanted to be governed by the ________________ not England.

13. Jame K. Polk ran for __________ in 1844. His slogans were "All of ___________ or none!" and "54-40 or fight!" He also said if elected he would annex _____________ and ________________.

14. In 1845 the British were informed by the United States that they wanted to abolish the _______________________ plan for Oregon.

15. In 1846 Oregon was divided between England and the ________________.

16. Polk did not get the 54-40 latitude as the northern boundary of Oregon but rather the ______________ parrallel.

17. The three states that were established from the Oregon Territory were _____________, ________________ and ____________________.

18. In 1847, _____________________ led a religious group who called themselves ______________ and settled at the __________________. After Smith died he was replaced by ________________________.

19. By 1869, _________ people had made the journey westward.

20. Why did the United States make the Gadsden Purchase in 1853? _______ ____

21. Accurately label the following map, by printing the name of each territory acquired by the United States after 1787.

V - B - 8

Title of Reading - "You and Your Government"

Authors - Anderson and Kumpf

Publisher - South-Western Publsihing Company
Cincinnati, Ohio, 1968

In England, common or community law developed in the centuries following the Norman Conquest in 1066. This common law was a body of unwritten principles that were based on customs and usages of the community. These principles were recognized and enforced by the courts. By the time the colonies were founded in America, the English common law had become a definite, established body of principles and was brought over to the New World to become the basis for the law of the colonies and of virtually all of the states of the United States.

Law also includes treaties made by the United States, and proclamations and orders by the President of the United States or by other public officials.

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[1] Anderson and Kumpf, Business Law, South-Western Publishing Company, Cincinnati, Ohio, 1968. p. 1 - 2.

SOCIAL FORCES AND THE LAW*

The purpose of law in its broadest sense is to provide order, stability, and justic. Thus viewed, the law is the crystallization into relatively fixed rules of those patterns of conduct which society believes desirable. That is, according to the social morality of the community, certain conduct is proper and should be allowed or required and certain conduct is improper and should be prohibited. In short, law is a social institution; it is not an end unto itself but is an instrumentality for obtaining social justice.

Law as Social Justice

Many factors and institutions have made their contribution in the molding of concepts of justice. Home and school training, religion, enlightened self-interest, social and business groups and the various media of modern communication and entertainment all play a part. For example, various organizations, such as chambers of commerce, better business bureaus, informal groups of businessmen, trade groups, and conferences, have emphasized what is ethical in business by stressing fair competition and service to the community. In turn, these organizations and groups have helped to bring about the adoption of statutes that modify the law to reflect the changed business ethics.

It would be a mistake, however, to assume that justice is a universal value which means the same to all people in all ages. Each individual's conception of justice varies in terms of his personality, his training, and his social and economic position. Justice has different meaning to the employer and the employee, to the millionaire and the pauper, to the industrial worker and the farmer, to the retired person and the young married adult, to the progressive and the conservative, or to the professor and the student! For this reason special interest groups attempt to modify the law so that it will be more favorable to the members of those groups. To the extent that such modifications are gained at the expense of the rights of the members of other groups, the law fails in its purpose of achieving justice for all. This is but one evidence of the fact that the law is no better than the human beings who make it, interpret it, and enforce it. Absolute justice is unattainable by human beings, but that is no reason why society should ever relent in its efforts to attain as high a level of substantial justice as is humanly possible.

When we consider a rule of law only as it exists today, it may appear just as arbitrary as the rule that twelve inches make one foot; arbitrary in the sense that there is no reason why it could not be ten inches or fourteen, or any other number. The reason may be that we fail to understand the purpose of law; or we may not be sufficiently familiar with all sides of the problem to recognize that the rule is just in the sense that it is the best rule that could be devised under the circumstances.

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*Anderson and Kumpf, p. 9 - 10

Specific Objectives of the Law

The objectives of the Constitution of the United States are included in the preamble, and important statutes frequently include a statement of their objectives. In many instances, however, the objective of the law is not stated or it is expressed in very general terms. Whether stated or not, each law has an objective; and it is helpful in understanding the nature and purpose of the law to know what the objectives of our various laws are.

In the following enumeration the more important specific objectives of the law are discussed against the background of our understanding of the general objective of creating, maintaining, and restoring order, stability, and justice.

1. Protection of the state. A number of laws are designed to protect the existing governments, both state and national. Laws condemning treason, sedition, and subversive practices are examples of society taking measures to preserve governmental systems. Less dramatic are the laws that impose taxes to provide for the support of those governments and that provide for compulsory military service to protect them from enemy aliens.

2. Protection of public health, safety, and morals. The law seeks to protect the public health, safety, and morals in many ways. Laws relating to quarantine, food inspection, and compulsory vaccination are designed to protect the public health. Laws regulating the speed on the highway and those requiring fire escapes or guard devices around moving parts of factory machinery protect safety. Laws prohibiting the sale of liquor to minors and those prohibiting obscenity protect the morals of the public.

3. Personal protection. At an early date laws were developed to protect the individual from being injured or killed. The field of criminal law is devoted to a large extent to the protection of the person.

Under civil law a suit can be brought also to recover damages for the harm done by criminal acts. For example, a grossly negligent driver of a car who injures a pedestrian is subject to a penalty imposed by the state in the form of imprisonment or a fine, or both. He is also liable to the injured person for the payment of damages, which may include not only medical and hospital costs but also loss of time from work and mental anguish. In time, the protection of personal rights has broadened to include protection of reputation and privacy[1] and to protect contracts from malicious interference by outsiders.

4. Property protection. Just as both criminal and civil laws have been developed to protect the individual's physical well-being, such laws also have been developed to protect one's property from damage, destruction and other harmful acts. If a thief steals an automobile, he is liable civilly to the owner of the automobile for its value and is criminally responsible to the state for the crime that he has thus committed.

5. Title Protection. Because of the importance of ownership of property, one of the objectives of the law has been to protect the title of an owner to his property so that he remains the owner until it is clearly proved that he has transferred the title to someone else. Thus, if property is stolen, the true owner may recover it from the thief. He may even recover his property from a person who purchased it in good faith from the thief without any knowledge that the goods has been stolen.

6. Freedom of personal action. In the course of the passing centuries, man became concerned with what he himself could do as well as with protection against what others might do to him or his property. At one time he was increasingly concerned with the restrictions that the monarchs were placing upon his freedom to act. This became particularly pronounced in the era before the American Revolution when the rulers of Europe, acting under the mercantilist theory, regulated the economy to benefit themselves. In the Anglo-American stream of history, man's desires for freedom from political domination gave rise to the American Revolution, and the desire for freedom from economic domination gave rise to the free-enterprise philosophy. Today we find freedom as the dominant element in the constitutional provisions for the protection of freedom of religions, press, and speech and also in such laws as those against trusts or business combinations in restraint of trade by others.

This right of freedom of personal action, however, cannot be exercised by one person in such a way that it interferes to an unreasonable extent with the rights of others. Freedom of speech, for example, does not mean freedom to speak or write a malicious, false statement about another person's character. In effect, this means that one person's freedom of speech must be balanced with another person's right to be free from defamation of character or reputation.

7. Freedom of use of property. Closely related to the objective of protection of freedom of action is that of protecting the freedom of the use of property. Freedom in the use of property is protected by prohibiting, restraining, or penalizing acts of others that would hamper the reasonable

use of property by its owner.

Absolute freedom would permit its owner to make any use he chose of his property - even in a way that would harm others, to sell it at any price he desired, or to make any disposition of it that he wished. Such freedom is not recognized today, for everywhere we find some limitation of the right of the owner of property to do as he pleases with it.

The law prohibits an owner from using his property in such a way as to injure another or another's property. Further, zoning laws may limit the use of his land. Building restrictions in a deed may restrict the type of building that the owner may construct on his land. Fire laws and building codes may specify details forconstruction of his building. Labor laws may require that he equip a business building with safety devices.

8. Protection from exploitation, fraud, and oppression. Many rules of law have developed in the course and many statutes have been enacted to protect certain groups or individuals from exploitation by others. Thus, the law had developed that a minor (a person under legal age) can set aside his contract, subject to certain exceptions, in order to give the minor an opportunity to avoid a bad bargain.

Persons who buy food that is packed in tin cans are given certain rights against the seller and the manufacturer. Since they cannot see the contents, buyers of such products need special protection against unscrupulous canners who would pack improper foods. The consumer is also protected by laws against adulteration and poisons in foods, drugs, and household products because he would ordinarity be unable to take care of himself. Laws prohibiting unfair competition and discrimination, both economical and social, are also designed to protect from oppression.

Debtor rehabilitation. Society has come to regard it as unsound that debtors should be ruined forever by the burden of their debts. The passing centuries have seen the debtor's prison abolished. Bankruptcy laws have been adopted to provide the debtor with a means of settling his debts as best he can and then starting upon a new economic life. In times of widespread depression the same objective has been served by special laws that prohibit the foreclosure of mortgages and regulate the amount of the judgement that can be entered against mortgage debtors.

10. Flexibility. Changes by legislative action in federal and state statutes and local ordinances are relatively easier to make. Furthermore, some statutes recognize the impossibility of laying down in advance a hard-and-fast rule that will do justice in all cases. The typical modern statute, particularly in the field of regulation of business and enterprise, will thereforecontain "escape clauses" by which a person can escape from the operation of the statute under certain conditions. Thus a rent control law may impose a rent ceiling, that is, a maximum above which landlords cannot charge, but it may also authorize a greater charge when special circumstances make it just to allow such exception, as when the landlord has made expensive repairs to the property or when his taxes have increased materially.

The rule of law may be stated in terms of what a prudent or reasonable man would do. Thus, whether you are negligent in driving your automobile is determined in court by whether you exercised the same degree of care that a prudent man would have exercised had he been driving your car under the circumstances in question. This is a vague and variable standard as to how you must drive your car, but it is the only standard that is practical.

The alternative would be a detailed motor code specifying how you should drive your car under every possible situation that might arise; a code that obviously could not foresee every possible situation and which certainly would be too long for any driver to know in every detail by memory.

Law as an Evolutionary Process

The law changes as society seeks to improve its existing rules in order to attain more closely the standards of justice and morality. This change in the law, in turn, may be a reflection of a social and economic change. For in the era of feudalism in which the owner of the land was economically, socially, and politically dominant. The law at that time, therefore, reflected his desires and was designed primarily to protect his interests. In modern society the owner of the land no longer holds that position of dominance; and the law has changed to conform to new concepts of justice and fairness, and greater recognition and protection are given to the rights and interests of the tenant.

Moreover, new principles of law are being developed to meet the new situations that have arisen. Every new invention and every new business practice introduces a number of situations for which there is no satisfactory rule of law. For example, how could there have been a law governing the liability of a food canner to the consumer before canning was invented? How could there have been a law relating to stocks and bonds before those instruments came into existence? How could there have been law with respect to the liability of radio and television broadcasters before such methods of communication were developed. This pattern of change will continue as long as man strives for better ways to achieve his desires.

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*Anderson and Kumpf, p. 10 - 18

V - D - 4

Name ______________________________

Date ______________________________

Word Puzzle on the Building of the Panama Canal

Each blank space in this puzzle can be filled with a letter which will spell a name having to do with building the Panama Canal.

Use the clues given at the end of the puzzle.

The first letters of each word, reading down, will spell two words used to describe the Panama Canal. When you have finished the puzzle, write these words in the space at the end of the puzzle.

Each name may be found in pp. 586-589 of THIS IS AMERICA'S STORY.

No credit for incorrectly spelled words!!!

1. ___ ___ ___ ___ ___ ___
2. ___ ___ ___ ___ ___ ___ ___
3. ___ ___ ___ ___ ___ ___ ___ ___
4. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
5. ___ ___ ___ ___ ___ ___ ___
6. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
7. ___ ___ ___ ___ ___ ___ ___ ___
8. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___

1. Discovered the Pacific Ocean in 1513
2. A narrow strip of land connecting two large bodies of land
3. Engineer in charge of building the Panama Canal
4. Engineer in charge of cutting a channel through the mountains
5. Territory purchased from Denmark in 1917, for defense of Canal Zone
6. American President who started building the Panama Canal
7. Country which owned Panama before it became independent
8. Land mass compsed of two or more continents.

V - D - 5

Name ____________________

Date ____________________

Study Guide for pages 600-603 of THIS IS AMERICA'S STORY

1. Why did Germany invade Belgium, a neutral country in 1914?

2. Name the Central Powers.

3. Name the Allied Powers.

4. What was the policy of the United States when World War I began?

5. Give four reasons why the United states was drawn into World War I.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

6. What is unrestricted submarine warfare?

7. Why did Germany wage submarine warfare on neutral nations?

8. Why were Americans angered over the sinking of the Lusitania?

9. Why did President Wilson not wish Germany to replace Great Britain as the leading naval power of the world?

10. What did Wilson mean when he said, "The right is more precious than peace"?

11. What was the United States really fighting for in World War I, according to President Wilson's declaration of war? (In your own words, please).

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

EXPENSIVE UN A FAILURE

By Jim Bishop

Two weeks after Franklin D. Roosevelt died in April 1945, the United Nations was born in San Fransisco. It is 26 years of age, a retarded child of enormous size. There are some who believe that so long as it keeps talking, its 127 individual parts will not destroy the world. With all its power, the UN has failed to stop the rapacious. The war in Vietnam is in its ninth year, the Isaeli-Arab war required six days of fighting and years of fruitless mediation; the poor and the homeless were slaughtered in Biafra and East Pakistan and yet the Communist block of nations, professedly fond of defending the poor and the homeless, raised not a voice nor a gun to stop any of it.

In this country, it is considered a crime to speak up against the United Nations. Count me as a criminal. The individual 127 nations, many of which are prosperous, did not buy the land on which they meditate on peace. The Rockefellers donated it. The tall glassy buildings along the edge of the East River in New York were not built by the UN. The U.S. advanced an "interest free lean" of $65,000,000 - about $500,000 per nation - to erect them.

The budget last year was $168,420,000, most of it paid by the United States, which is part of your tax dollar. It is ludicrous to pretend that the UN foresees international conflicts, or stops them. When war begins, the UN sends "observers." They go to the battles and observe people being killed. The mediate. Dag Hammarskjold mediated one, and was killed as a reward. The UN named a 400,00 volume library after him. It got the money, $6,500,000, as a grant from the Ford Foundation.

Peace is an elusive philosophy because, to achieve it, one must negate power. The United States in not willing to sit in a permanent organization on an equal footing with, say, Honduras. The Soviet Union would not consider permitting its crushed satelite, Hungary, to think for itself.

Mainland China, which governs one out of every five faces in the world, will not consider coming to the UN table as a member of the General Assembly. This, as a matter of political philosophy, is not because Nationalist China is present at the UN; it is because Taiwan is a permanent member of the Security Council.

And there lies the failure of the United Nations. The Security Council, with its 15 members, sits on top of the UN like a jaded college of cardinals, prepared to undo the will of the Assembly. Of the 15, five are permanent members. Nationalist China, France, the Soviet Union, the United Kindom and the United States.

Ten others are elected for two-year terms. Collectively, they haven't got enough guns on the table to scare the five. The current 10 are: Burundi, Colombia, Finland, Nepal, Nicaragua, Poland, Sierra Leone, Spain, Syria and Zambia. Of the five permanent members, almost all of the military and political power lies with two members: the United States and the Soviet Union.

To be practical, the affairs of the world are in the hands of the U.S. and the U.S.S.R. They have opposing idiologies, so the UN is now divided into three fairly well-defined blocks: Pro U.S., pro U.S.S.R., and neutralist. The "Big Two" will not surrender their individual nationalist power and establish a UN military force powerful enough to stop wars before they start.

No nation trusts the deeds or motives of the others. So, while the gentlemen talk peace, they dread war. Dread was not enough to keep the League of Nations alive. Sanctions against Italy, Japan and Germany prodded those countries to walk out and, in time, form their own axis.

True peace requires mutual trust to replace mutual suspicion. As an old UN watchers, the condition is impossible. The ideal, of course, would be for all nations to burn their weapons. It will never happen because the powerful will never agree to sit on equal terms with the powerless.

Can anyone imagine Communist China, with 700,000,000 people, sitting in friendship beside Nationalist China, with a population of 14,000,000? Or the Arab bloc (39,000,000 people) endorsing an Israeli proposal (2,450,000 people)?

No, as long as the UN is composed of men with the limitations inherent in the human mind, it will talk peace and prepare for war. Let's face it: the Big Brothers even sell arms and munitions to their Little Brothers.

For peaceful purposes, of course...

V - E - 4

The UN Plod Along, Doing Indispensable Duty

The United Nations is an utterly indispensable organization. One of the problems is that much of its work gets very little attention. General agreement, serenity, a successful negotiation are not news. It takes a little blood and controversy to get public attention. That's a long story and I don't want to get into that, but the truth of the matter is that the overwhelming majority of international frontiers are peaceful. The overwhelming majority of treaties are complied with. The overwhelming majority of disputes are settled by peaceful means.

Now, despite the fact that this does not appear in newspapers and TV news programs, there's an enormous amount of unseen work in international cooperation going on all the time. The United Nations and its specialized agencies play a major role in that day-to-day work of the world. Someday we may find a way to bring that to public attention more effectively.

-Former Secretary of State
Dean Rusk in conversations
with Georgia newsmen broadcast
by Atlanta station WSB

From THE NATIONAL OBSERVER 5/24/71

AN EXAMPLE OF THE ABOVE.........

In the HERALD JOURNAL of May 22, 1971 an account was given of the new means of telephone communication being developed to link the various countries of Africa via a satellite developed and paid for the the United Nations. At the present time a phone call from a nation on the West Coast of Africa, such as Ghana, formerly a colony of Great Britain to Kenya on the East Coast of Africa, also formerly a colony of Great Britain, must go first to London and then be relayed to Kenya. The same is true of colonies previously owned by France, Belguim, etc. The only means of communication serving Africa today is that established long ago by the colonial powers. In the future, Africa will have its own system of communication, thanks to the work of the United Nation.

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- Colonial America

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- Building a New Nation
- Colonial America
- A Criticism of the American Political System
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- Industrial Development
- Under a New Government
- The United States in a Troubled World

Fenimore House Book Store
- Pioneer Community, filmstrip with record,
  - "Crafts"
  - "Work and Trade"

Guidance Associates and Associated Press
- Man's Natural Environment: Crisis Through Abuse
- Special Report: Cities, U.S.A.
- Transportation: Where do we go from here?

McGraw-Hill
- Creation of Modern Industrial America

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- The Agricultural Revolution
- Land of the Free: Agriculture in America
- Industry Changes America

Society for Visual Education
- Beginnings of American History
- Discovery, Exploration and Colonization of America
- Social and Economic Development
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OUTLINE MAPS AND TRANSPARENCIES

MAPS

From Resource Center:

1. New York State
2. North and South America
3. United States
4. U. S. east of Mississippi

TRANSPARENCIES

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1. Major Railroads of the West in 1890

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